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ABSTRACT

Following the introduction, Chapter I provides: (1) a summary description of the National Indian Education Association (NIEA) Library Project, (2) a description of the Rough Rock Community, and (3) the organization of this study. Chapter II presents a detailed design of the project and describes the goals and objectives of the study, development of study procedures, development of instruments, and the collection and analysis of data. Chapter III describes the results of the questionnaires and inventories administered to the Rough Rock community to identify informational needs of elementary and secondary students, their teachers, and adults, as well as the availability of existing informational resources. Chapter IV proposes a model informational demonstration center for the Rough Rock community. This model will include administrative and organizational components, financial support, plant facilities, and materials and delivery systems required. (Related studies are: LI003826, 003827, 003829, and 003830.) (Author/NH)

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ED 066193

A DESIGN FOR LIBRARY SERVICES FOR THE ROUGH ROCK COMMUNITY

by the

NATIONAL INDIAN EDUCATION ASSOCIATION
2675 University Avenue
St. Paul, Minnesota

Grant Number OEG-0-71-4564
Library and Technology Bureau
U.S. Office of Education

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Subcontractor for Technical Assistance

BUREAU OF FIELD STUDIES AND SURVEYS
Division of Educational Administration
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St. Paul, Minnesota

June, 1972

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CHAPTER I

INTRODUCTION

A national study designed to identify the informational needs of American Indian people was funded for the National Indian Education Association (NIEA). This project operated under Grant No. OEG-0-71-4564 from the Library and Technology Bureau of the U.S. Office of Education. The Rough Rock Demonstration School of the Navajo Indian reservation was selected to be a part of this study. The remainder of this chapter provides 1) a summary description of the NIEA Library Project, 2) a description of the Rough Rock Community, and 3) the organization of this study.

THE NIEA LIBRARY PROJECT

Minority communities, and specifically Indian communities, have been hindered in the development of informational systems to serve the members of Indian communities. The Library and Technology Bureau of the U. S. Office of Education recognized this deficiency and sought to establish a research and development program that could provide Indian communities throughout the United States with demonstration centers where special material collections and unique delivery systems could be established and evaluated.

Previous experience to identify informational needs of minority people had shown that meaningful involvement, development, and implementation of a research project by a minority group would be more acceptable and produce better results in the affected minority community. The Library and Technology Bureau sought an Indian organization that could relate to the variety of tribal agencies and had the research capabilities to develop a unique system for the identification of informational needs for Indian communities. The review of appropriate Indian organizations resulted in the NIEA being invited to submit a proposal. The NIEA developed a proposal which was submitted to the Library and Technology Bureau reviewed under evaluative criteria, revised,and approved for funding.

The NIEA proposal included a four-phase plan including: 1) the identification of informational needs by Indian people through research in selected Indian communities and development of delivery systems to meet these needs; 2) the implementation of demonstration programs in selected Indian communities; 3) the operation of demonstration centers in selected Indian communities; and 4) the evaluation of the demonstration center's effectiveness. To meet these four phases of the proposal,a four-year plan was proposed starting July 1, 1971.

The first phase of the project is summarized in the following study design outline:

A. The objectives of phase one were to obtain quantitative answers to the questions:

    1. What special informational needs do Indian pupils in selected school communities have at the elementary grade level that can be met by special library services?

    2. What are the special informational needs of secondary level Indian students in selected

school communities that can be met by innovative library services?

3. What informational needs are experienced by Indian adults in the selected communities that could be met by special library services and programs?

4. What special materials and delivery mechanisms hold greatest promise for meeting the identified informational needs?

B. The steps required to answer these questions as outlined in the project proposal were:

1. Organize an NIEA Library Project Policy Committee to make policy for the project operation and to select the necessary sites. This committee consists of the Project Director and the NIEA Executive Board.

2. Select three demonstration sites in accordance with the following general guidelines:

    a. The community must be served by a public or federal school in which fifty (50) per cent or more of the students in grades K-12 are of American Indian ancestry.

    b. Willingness to participate and cooperate in research and demonstration activities must be expressed by both educational and tribal government.

    c. The school community must have a history of educational and community planning and development. A library research and development project must be integrated into local school and community development plans.

    d. The school and community government must declare their intent to continue library demonstration projects which prove successful.

(NOTE: Implementing these criteria resulted in the selection of 1) Rough Rock Demonstration School, Navajo Reservation, Arizona, 2) Standing Rock Sioux Reservation, Fort Yates, North Dakota, and 3) St. Regis Mohawk Reservation, Akwesasne, New York.)

3. Inventory and study all available informational services within the selected Indian communities.

C. The data collected from the three sites served as the basis for developing unique informational service systems for each Indian community.

The Project Director and the NIEA Library Project Policy Committee, realizing that their organization was not staffed to carry out all the phases of the research project, contracted with the Bureau of Field Studies and Surveys, College of Education, University of Minnesota, for technical assistance. The Bureau of Field Studies and Surveys, recognizing the importance of Indian involvement, employed five Indian research assistants to meet the performance of the contract. The five research assistants, NIEA Field Director, and staff of the Bureau of Field Studies and Surveys constructed, administered, and analyzed the results from questionnaires, interview schedules, and other data-gathering instruments. In addition to the University of Minnesota's research staff, three Indian graduate students at Harvard University were retained to implement research operations on the St. Regis site.

THE ROUGH ROCK DEMONSTRATION SCHOOL COMMUNITY

The Rough Rock Demonstration School Community was selected because of its unique characteristics. This section of the study provides general background information about the Navajo Indian Reservation and the Rough Rock Demonstration School Community collected by the study team as the basis of developing quantitative measurements and model systems of the delivery of informational needs.

The Navajo Reservation with its major communities is shown on Figure I. The Rough Rock Demonstration School is located in the heart of the Navajo Reservation at the northern foothills of the Black Mountains 15 miles from many farms by dirt road. The Navajo Reservation includes an area of approximately 25,000 square miles in the states of Arizona, New Mexico, and Utah. About 100,000 Navajos live on the reservation, making it the largest Indian reservation in the United States. The land is comprised of approximately a half warm, semi-arid area with elevations to 3,500 feet and half an intermediate steppe with cold, subhumid mountains to an elevation of 10,000 feet. The economic base of the reservation rests primarily on sheep, cattle and the extraction of minerals and timber resources. There is some subsistence farming, with governmental agencies providing a large number of family incomes.

The Rough Rock community is located between Kayenta and Chinle encompassing an area of approximately 900 square miles. The land is semi-arid with an elevation of 6,240 feet. The climate is warm and dry, with occasional cold and snow in the winter. The community, which has a population of 1,200, extends into four United States governmental grazing districts. Only a few of this number are non-Indians who work at the school and trading post. Each of the districts has an electoral delegate to the Navajo Tribal Council as well as to the local Rough Rock Chapter which provides local autonomy. The economic base is largely sheep and cattle with some marginal farming and wage work. There is also income from natural resources. However, the income derived from these sources goes into the tribal treasury.

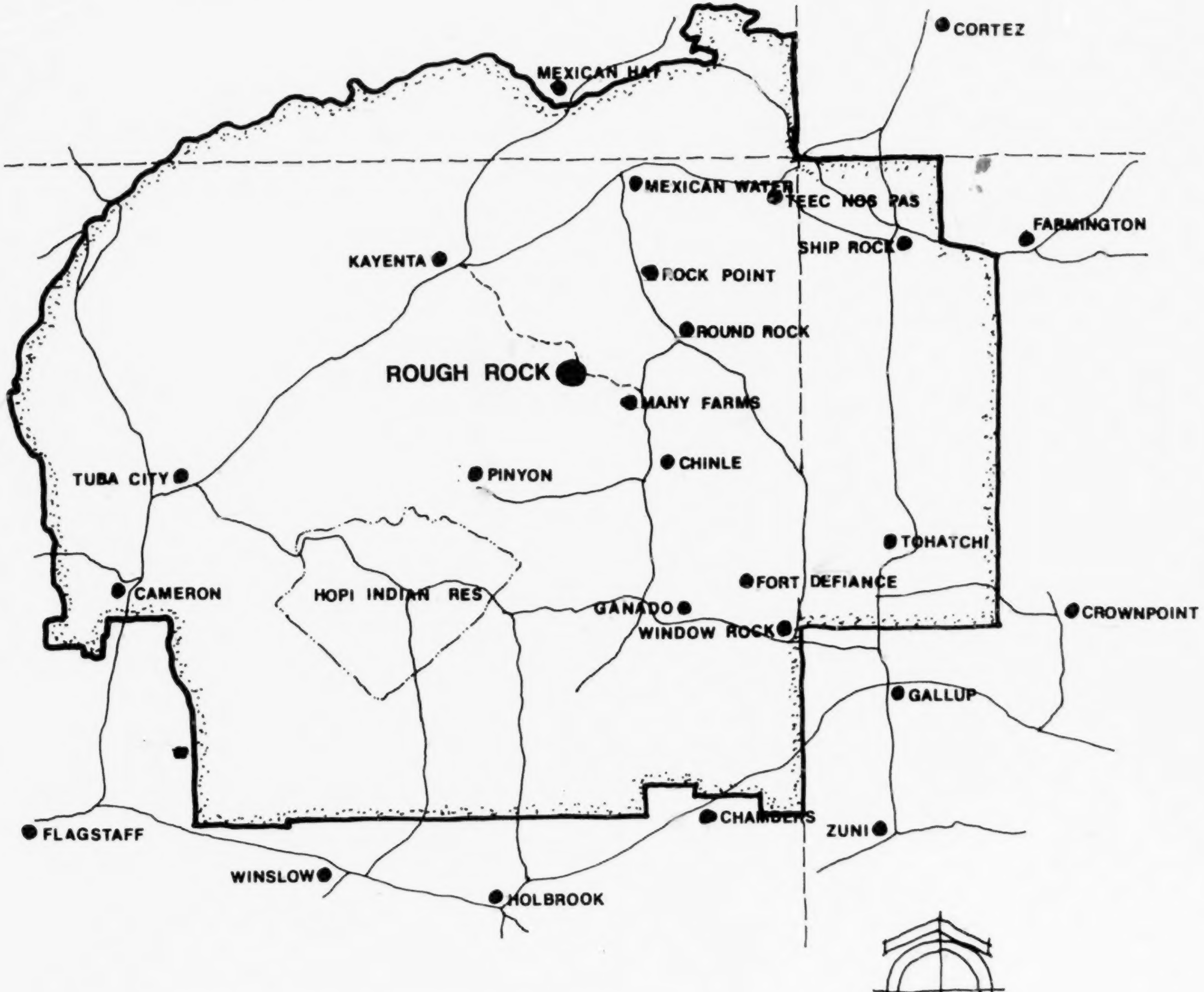

CORTEZ
MEXICAN HAT
MEXICAN WATER
TEEC NOS PAS
FARMINGTON
SHIP ROCK
KAYENTA
ROCK POINT
ROUND ROCK
ROUGH ROCK
MANY FARMS
CHINLE
TUBA CITY
PINYON
TOHATCHI
FORT DEFIANCE
HOPI INDIAN RES
CAMERON
GANADO
WINDOW ROCK
CROWNPOINT
GALLUP
FLAGSTAFF
CHAMBERS
ZUNI
WINSLOW
HOLBROOK

FIG I NAVAJO INDIAN RESERVATION

The Rough Rock Demonstration School is the center of educational and governmental services for the Rough Rock community. In addition to the school, a trading post and chapter house are found. The school has an enrollment of approximately 300 students. The school is controlled and operated by a locally elected board consisting of seven members who are traditional Navajo leaders. The school director, who is Navajo, supervises an educational system that employs 104 personnel, of which 85 per cent are of Navajo descent.

Utilities serving the school, trading post, and chapter center include water and sewer lines owned by the Bureau of Indian Affairs which are contracted for by the local governmental agencies. Residents living outside the community center use local springs and wells for water. The Navajo Tribal Utility Authority furnishes electricity to the community; however, only 68 homes receive this service within the perimeter of the school. Telephone service is provided by the Navajo Communication Corporation. Again, however, only the school offices and trading post are served.

Transportation services are limited. There are no hard-surfaced roads within the community, and travel can be precarious in wet weather. The nearest railroad service is over 110 miles away and only a small local air-landing strip is available. The strip can accommodate only light aircraft and only when the airstrip is dry. No public bus transportation is available.

A variety of social and medical services are provided by the Bureau of Indian Affairs and the Public Health Service. However, most of these services are located in Chinle, Arizona, which is 30 miles away.

Ninety-five per cent of the residents of the Rough Rock community speak Navajo, while only about 50 per cent can speak English. The community is predominantly Roman Catholic, although many of the residents still practice their native religion.

OVERVIEW OF THE STUDY

Chapter II presents a detailed design of the project and describes the goals and objectives of the study, development of study procedures, development of instruments, and the collection and analysis of data. Chapter III describes the results of the questionnaires and inventories administered to the Rough Rock community to identify informational needs of elementary and secondary students, their teachers, and adults, as well as the availability of existing informational resources. Chapter IV proposes a model informational demonstration center for the Rough Rock community. This model will include administrative and organizational components, financial support, plant facilities, and materials and delivery systems required.

CHAPTER II

DESIGN OF THE STUDY

This chapter describes the design of the study as it pertains to the Rough Rock community. The design is presented in four sections: 1) goals and objectives of the study, 2) study procedures, 3) instrument development, and 4) the collection and analysis of data.

GOALS AND OBJECTIVES OF THE STUDY

The goals and objectives of the study can best be expressed by the statement of purpose found in the original project proposal:

> "The purpose of this project is to plan, develop, and demonstrate library programs that meet informational needs in Indian communities. The project is planned in four phases (1) identification of informational needs through intensive research in selected Indian school communities and development of proposed delivery systems intended to meet these needs, (2) implementation of demonstration programs, (3) operation of demonstration centers, and (4) evaluation of demonstration center effectiveness. This proposal implements the first phase of the total project. Its activities include (1) identification of three research and demonstration sites in accordance with developed criteria, (2) identification of informational needs at the elementary, secondary, and adult levels in the selected school communities, and (3) development of plans for demonstration centers using special materials and delivery mechanism."

In order to implement these goals and objectives, it was necessary to involve Indian people from the very beginning of the study. The five Indian researchers working on the study reviewed their personal problems with information access on and off the reservations. These problem areas were developed into criteria which would guide the development of the research phase and also provide a set of performance objectives upon which the success of the project could later be evaluated. These criteria were revised as a result of discussions with tribal officials, educators, and persons on each reservation site during the initial stages of the study's development. These goal statements, which defined a good informational access system or library for the Rough Rock community, are presented below.

A library which effectively meets the needs of Indian people must do the following:

1. All library and related services should be incorporated into a single coordinated organizational structure with policy formulation by a local agency or tribal government. Rationale: A library-informational system which will be responsive to the needs of Indian people must not be fragmented among various agencies and must be subject to Indian policy control.

2. The level of financial support from all public and/or private sources must be adequate to support a relatively complete program. Rationale: Sustained financial support is essential to ensure on-going service to Indian communities; the impact of library-informational services must be delivered over a long period of time.

3. Library-informational services should offer learning experiences to all persons in the Indian community as a supplement to and enrichment of the formal educational process. Rationale: Indian people need access to a variety of educational media in order to meet their need to know a variety of information and skills.

4. The library-informational service center should serve as a repository of Indian culture, art, and materials for instruction in Indian culture for all persons in the community. Rationale: Indian culture has not been preserved in a written literary tradition; the written record of the Anglo society has presented a negatively biased image of Indians in American life.

5. The library should provide information concerning service agencies that affect the quality of life of the Indian community. Rationale: Indian people need this information;

without it they continue to suffer hardships because they are unaware of available help and resources.

6. The library should provide information concerning all aspects of family life. Rationale: The Indian family has been threatened by federal Indian policies and intense social problems. A clear understanding of family life styles, individual roles, and relationships with others can assist in promoting Indian family solidarity.

7. The library should provide information regarding living conditions for Indians in urban areas. Rationale: Indian people are part of the trend toward urbanism in the United States; they need to anticipate the effect of urban settings on their life styles and the adjustments they must make.

8. The library should make available information about legal actions and civil rights. Rationale: Indians are often oppressed individually and collectively because they lack access to legal and civil rights information. In many cases, this information could truly set them free.

9. The library should provide information regarding occupations and vocations. Rationale: Economic growth and employment opportunities will continue to affect Indian communities, and the need to know of these opportunities has implications for them.

10. The library should provide information on consumption of goods and services. Rationale: Indian communities have traditionally been consumer-oriented rather than production-oriented. Knowledge and understanding the basic consumption processes will assist Indian communities in determining alternatives to maximize their effectiveness.

11. A library should provide information to tradesmen and assist professionals in keeping abreast of trends in their fields. Rationale: Individual growth in one's profession is essential for meeting needs in a changing society.

12. A library should provide information on personal and community health and safety. Rationale: Indian communities have a documented history of problems in the areas of health and safety which could be reduced by the availability and utilization of appropriate specialized knowledge.

13. A library should provide information on recreation. Rationale: Unemployment, underemployment, isolation and other factors present special problems in the utilization of

leisure time in Indian communities. Indian people need to be aware of the many and varied recreational options available to them.

14. The library and related services must be available to the residents of the Indian community when they are able to use it. Rationale: An institution which provides the public with a service should be cognizant of the periods of time which are most conducive to the interests of its service population.

15. A library should employ local, trained Indian persons. Rationale: Personal identification with the library and/or related services staff contributes to sensitivity for local needs and adds a sense of professionalism to the morale of the staff.

16. A library should provide service in a manner which does not alienate Indian people in a facility that honors their background and traditions. Rationale: A library-media complex in an Indian community should be appealing, comfortable, accessible, and functional to insure its maximum usage.

17. A library should promote its own function by being in tune with other program operations in the community. Rationale: A library program which supports elementary and secondary education, housing self-help programs, recruiting, community social events and similar activities becomes an integral part of the community and earns its support.

18. A library should provide specialized services based upon the unique needs -- physical, emotional, and others -- of the community population. Rationale: Many agencies and institutions do not fulfill their roles because they do not take into consideration the needs of the minorities within the minority. A community library effort should show evidence of attempting to serve all members of the community.

The involvement of Indian people on the reservation sites was another major goal of the study. Much of the work that has been done in the past with regard to the needs of Indian communities has neglected this important input. To make sure this was accomplished, an American Indian was employed by the NIEA to be the project Field Director. The Field Director with the five Indian research assistants developed the questionnaires and inventories used in this study. Local Indian people at each site were employed to administer the adult questionnaire. These Indian adults were trained in the techniques of interviewing prior to the administration of the questionnaire by the Field Director and the research assistants. The same study team administered the questionnaire to elementary and secondary students and their teachers at each study site. This involvement of Indian researchers and local Indian people insured that the Indian viewpoint was highly sought within the entire Indian Library Project and in the Rough Rock community.

STUDY PROCEDURES

The study design for the Rough Rock community was composed of five separate but related designs to identify the informational needs of elementary and secondary students, elementary and secondary teachers, and adults. To identify these needs the following steps were initiated: 1) defining the problem in terms of specific questions, 2) selecting an appropriate sample for each design population in the Rough Rock community, 3) developing the questionnaires and interview schedules, 4) collecting the data, and 5) analyzing the data.

DEFINITION OF THE PROBLEM

The following research questions provide the framework for defining the problem:

1. What are the informational needs of elementary school pupils, secondary school students, and adults as indicated

by their rating on the importance of having access to the following informational services?

a. American Indian culture
b. Family life
c. The American Indian in urban society
d. Service agencies
e. Legal and civil rights
f. Occupations and vocations
g. Consumer information
h. Academic disciplines
i. Health and safety
j. Recreation
k. Contemporary events

2. How do teachers of elementary pupils and of secondary students rate the importance of information in the above categories for their students?

3. What library or related services are currently available to the Indian young people and adults on the Rough Rock community and how accessible are they?

4. What economic, social, and geographic characteristics of the Reservation area would have a bearing on the type of library-informational services and delivery mechanisms required to meet identified needs?

5. What type of library demonstration model would meet the identified needs most effectively and efficiently in the Rough Rock community?

IDENTIFYING AND SAMPLING APPROPRIATE SUB-POPULATIONS

The major purpose of this study was to identify the informational needs of people living in the Rough Rock community based on their ratings of importance. In order to assess the perceptions of informational needs of community members, the people of the Rough Rock community were stratified into three sub-populations: 1) elementary pupils, 2) secondary students, and 3) adults. Samples of elementary and secondary teachers were also drawn, but were not regarded as sub-populations of the community whose informational needs were being assessed. Rather these data were to be a source of supporting information concerning the needs of elementary and secondary students.

THE ADULT SAMPLE

The only framework available for drawing a random sample of Rough Rock adults was the 1971 Reservation census. The following steps were followed in selecting the random sample:

1. A total population of 448 adults 19 years and older was available for sample selection. A total sample of 50 adults was selected.

2. A table of random numbers was employed to select the required number of adults from the Reservation census. Duplicate numbers were replaced. In addition to the sample, a replacement pool of 15 adults was drawn to be used if the originally drawn adults were not available.

3. The names of the sample adults and their possible replacements were given to the local interviewers for completion of the interview schedule.

Characteristics of the Adult Sample

The random sample of adults drawn from the Rough Rock reservation census had the following characteristics:

a. Number of completed interview schedules: 30

b. Distribution by sex:

Sex	Number	Per Cent
Male	9	29
Female	21	69
No Response	0	0

c. Distribution by age group:

Age Group	Number	Per Cent
15-20	2	6
21-30	18	59
31-40	5	16
41-60	5	16
60 and over	0	0
No Response	0	0

d. Highest grade completed in school:

Range of Grades Completed	Number	Per Cent
1-3	6	19
4-6	3	9
7-8	2	6
9-10	4	13
11-12	15	49
No Response	0	0

e. Post-high school education completed:

Years of Post-High School Education	Number	Per Cent
None	16	53
1	4	13

e. Post-high school education completed: (continued)

Years of Post-High School Education	Number	Per Cent
2	2	6
3	4	13
Over 3	3	9
No Response	1	3

f. Courses in adult education:

Number of Courses	Number	Per Cent
None	13	43
Some	15	49
Completed GED	1	3
No Response	1	3

g. Fluency in native Indian language:

Indian Language Skill	Number	Per Cent
Speaking	25	83
Reading	13	43
Writing	9	29

h. Fluency in the English language:

English Language Skill	Number	Per Cent
Speaking	20	66
Reading	22	73
Writing	22	73

i. Classification of employment at time of the survey:

Employment Description	Number	Per Cent
Self-Employed	9	29
Government job	8	26

Employment Description	Number	Per Cent
Tribal job	7	23
Commercial or industrial	1	3
Unemployed	4	13
No Response	1	3

SAMPLES OF STUDENTS AND TEACHERS

The educational records of the Rough Rock Demonstration School were used as the source of information concerning elementary pupils, secondary students, and teachers. A summary of student enrollment for the school shows 122 pupils attending grades 4, 5, and 6 and 57 students attending grades 7 through 10 for a total potential sample of 179 students.

Because of the number of students available for sampling the following levels were included in the sample: 1) all pupils in grades 4, 5 and 6, 2) all students in grades 7 through 10, and 3) all teachers in the elementary and secondary schools.

Characteristics of Elementary Pupil Sample

The sample of elementary pupils had the following characteristics:

a. Size of sample: 97

b. Distribution by sex:

Sex	Number	Per Cent
Male	52	53
Female	43	44
No Response	2	2

c. Distribution by grade level:

Grade	Number	Per Cent
4	42	43
5	25	25
6	26	26
No Response	4	4

d. Ability to speak native Indian language:

Speaking Skill	Number	Per Cent
Yes	82	84
No	14	14
No Response	1	1

Characteristics of Secondary Student Sample

The sample of secondary students in the Rough Rock Demonstration School produced the following characteristics: *

a. Size of sample: 29

b. Distribution by sex:

Sex	Number	Per Cent
Male	8	27
Female	10	34
No Response	11	37

* Because these items appear at the end of the questionnaire, a high number of no responses was received due primarily to test fatigue.

c. Distribution by age group:

Age Group	Number	Per Cent
12-13	4	13
14-15	5	17
16-17	8	27
18-19	3	10
20-plus	6	20
No Response	3	10

d. Fluency in native Indian language:

Indian Language Skill	Number	Per Cent *
Speaking	15	51
Reading	14	48
Writing	11	37

* Note: The per cent of "no" answers to these language skill items was 3, 17, and 24 per cent, respectively.

e. Distribution of plans for the future:

Future Plans	Number	Per Cent
Attend College	12	41
Attend Voc-Tech School	0	0
Military Service	1	3
Go to Work	5	17
Undecided	9	31
No Response	2	6

f. Preference for location of future employment:

Location	Number	Per Cent
On Reservation	10	34
Off Reservation	13	44
No Response	6	20

g. Experience of having lived off the Reservation:

Response	Number	Per Cent
Yes	4	13
No	18	62
No Response	7	24

Characteristics of Elementary Teacher Sample

The sample of elementary classroom teachers in the Rough Rock Demonstration School had the following characteristics:

a. Size of sample: 12

b. Distribution by sex:

Sex	Number	Per Cent
Male	3	24
Female	7	58
No Response	2	16

c. Distribution by age group:

Age Group	Number	Per Cent
Under 30	9	74
31-40	1	8
41-50	0	0
51-60	2	16

Age Group	Number	Per Cent
61 and over	0	0
No Response	0	0

d. Distribution by level of training:

Level of Training	Number	Per Cent
2 years	1	8
B. A.	5	41
B. A. +	3	24
M. A.	1	8
M. A. +	2	16
No Response	0	0

e. Ethnic background of elementary teachers:

Background	Number	Per Cent
Indian	7	58
Non-Indian	4	33
No Response	1	8

f. Fluency in native Indian language:

Indian Language Skill	Number	Per Cent
Speaking	7	58
Reading	6	49
Writing	5	41

Characteristics of Secondary Teacher Sample

The sample of secondary classroom teachers in the Rough Rock Demonstration School had the following characteristics:

a. Sample size: 7

b. Distribution by sex:

Sex	Number	Per Cent
Male	6	85
Female	0	0
No Response	1	14

c. Distribution by age group:

Age group	Number	Per Cent
Under 30	6	85
31-40	1	14
41-50	0	0
51-60	0	0
61 and over	0	0
No Response	0	0

d. Distribution by level of training:

Level of Training	Number	Per Cent
2 years	2	28
B. A.	0	0
B. A. +	3	42
M. A.	1	14
M. A. +	1	14
No Response	0	0

e. Ethnic background of secondary classroom teachers:

Background	Number	Per Cent
Indian	2	28
Non-Indian	5	71
No Response	0	0

f. Fluency in native Indian language:

Indian Language Skill	Number	Per Cent
Speaking	3	42
Reading	3	42
Writing	2	28

DEVELOPMENT OF INSTRUMENTS

To collect the data needed to answer the questions posed in the study, seven data-gathering instruments were developed. These instruments included the following:

1. Elementary Student Information Needs Questionnaire (See Appendix A).
2. Library Information Needs Questionnaire (for secondary students and out-of-school youth) (See Appendix B).
3. Elementary Teacher Library Informational Needs Questionnaire (See Appendix C).
4. Secondary Teacher Library Informational Needs Questionnaire (See Appendix D).
5. Adult Informational Needs Interview Schedule (See Appendix E).
6. Library Inventory Checklist (See Appendix F).
7. Community Inventory Checklist (See Appendix G).

The data-gathering instruments were developed by Indian research assistants, the NIEA Field Director, and the staff of the Bureau of Field Studies and Surveys. The Indian research assistants applied their knowledge of information access on and off the reservation to construct eleven categories of information needs for Indian people. Within the eleven categories, relevant questions were constructed. Each respondent group's questionnaire was slightly modified to meet the comprehension level and specialized needs of the respondent group. For example, the questions and categories are slightly different for adults and for elementary pupils. In addition, the Rough Rock community presented a special problem in dealing with adult respondents. A high per cent of the adults in the Rough Rock community have little understanding of the English language. To remedy this problem, the adult questionnaire was submitted to a panel of Navajo translators who translated the questionnaire into the Navajo language for easier comprehension by adults who had a limited knowledge of English.

Questionnaire validity was insured by the "panel of experts" technique. In this case, the "panel of experts" were the Indian research assistants who had extensive experience with the problems of information access in Indian communities. In addition, a pilot study was conducted on a group of adults at the Rough Rock Demonstration School. Their comments and high degree of congruence with the sampled adults indicated the high degree of validity for the items and categories.

The time required to complete the elementary questionnaire was approximately 30 minutes. All other questionnaires and the adult interview schedule could be completed in approximately 60 minutes.

The following measures were taken to insure confidentiality and to avoid invasion of personal privacy:

1. All interview schedule and questionnaire items were written by Indian graduate students who are sensitive

to the feelings of Indian people and who were instructed to avoid personal questions not directly related to the project or which might be offensive to community mores.

2. At no time in the collection of data were the names of respondents or identifying code numbers placed on completed questionnaires or answer sheets.
3. The adult interview schedule was given a pilot administration at Standing Rock and presented to the project coordinator and interviewers at Rough Rock. The participants in the Standing Rock pilot administration enthusiastically endorsed the instrument,and three of them signed statements indicating their approval.
4. The interview schedule and the questionnaire were submitted to the NIEA Executive Board for its approval.

These measures taken to insure confidentiality also contributed to enhancing the validity of the instruments.

The questionnaires included other categories to identify library usage, library accessibility, and personal data. Elementary pupils could indicate the importance of an item by the use of a three-point scale. In all other instruments the degree of importance was indicated by responding to a five-point scale. Elementary pupils marked their responses directly on the questionnaire, while all other questionnaires employed a separate machine scorable answer sheet.

The Indian research assistants developed two additional instruments: 1) the Community Inventory and 2) the Library Inventory. The Community Inventory was used to collect general information about the Rough Rock community to aid in the development of a demonstration library. The Library Inventory was used to assess the present level of library services, materials, and facilities available to students and adults in the Rough Rock community.

COLLECTION OF THE DATA

The collection of data from the Rough Rock Demonstration School was accomplished in two on-site visits. The first visit occurred on December 20, 21, and 22, 1971. During this visit the study team selected the sample of adults, identified five local bilingual interviewers, who would be paid by the school to administer the interview schedule to the sample of adults, and made arrangements to have the adult questionnaire translated into Navajo to insure uniformity of administration by all interviewers. In addition, arrangements for the administration of student and teacher questionnaires were made for a later date. The necessary interviews and inspections were accomplished to complete the Community and Library Inventories.

On February 10 and 11, 1972, the second on-site visit was made. During this visit a training session with the local interviewers was held. An interviewers'guide was prepared, giving background information about the project and specific instructions to insure uniform data collection procedures. The following quotations from the "Interviewers'Guide" indicate the content of the training program and the procedures employed:

1. Persons employed as interviewers must attend a training session sponsored by the National Indian Education Association and the Bureau of Field Studies and Surveys.
2. At the training session, interviewers will be provided with sample interview schedules, answer sheets, and instructions for administering the interview schedule.
3. As a part of the training program, interviewers practice with the questionnaire, identify problems with particular items, and make suggestions for improving the interview schedule.

4. BE SURE to use a No. 2 soft lead pencil for recording responses on the answer sheet. DO NOT use a ball point pen or ink pen. If you make a mistake while recording a response on the answer sheet, erase the mistake and make the correction.

5. Each interviewer will be assigned the names of some adults selected in the random sampling process.

6. The interviewer will be paid for his services at a rate of $15.00 per interview that has been recorded on an answer sheet. The interviewer will be paid after all of his or her interviews have been completed.

7. The interviewers may begin work as soon as they receive the final copy of the interview questionnaire schedule and a supply of answer sheets.

8. When the interviewer receives his materials,he should contact the individuals that have been assigned to him for an appointment. The interviewer may indicate to individuals being interviewed that they will be paid $10.00 by the community agency for their help.

9. Begin each interview session by introducing yourself and explaining to the person you are interviewing that your community has been selected as a demonstration site. Explain that the community will be the recipient of efforts to have a new library-informational center. Their help is needed in determining what should be provided in the center to make it a useful one for the community.

10. Fill out an answer sheet for each interview. The answer sheet is a standard form and some parts of it will not apply. DO NOT pay any attention to the top part of Page 1; leave it blank. Write your name in the blank following the word "INSTRUCTOR". Write the name of the community (i.e., Standing Rock, Rough Rock, etc.) in the blank following the word "COURSE". Indicate the date the interview was made in the blank following the word "DATE". Record the responses by blackening the circle under the appropriate alternative after the number of the question. BE SURE you record the responses in the correct place on the answer sheet. BE SURE to use a No. 2 soft lead pencil. Keep your own record of the people you have interviewed.

11. If the person you are interviewing has difficulty understanding the question, try to help him or her with an explanation of that question. In the case of an individual who does not speak English, translate the questions into his native language.

12. Make your interview procedure as business like as possible. Move rapidly but not so quickly that the results gathered become of little value. Make a strong attempt to get the person being interviewed to consider each question carefully and not to respond too quickly in order to get through.

13. Try to complete all of your interviews within a two-week period and not later than a three-week period from the time you receive your materials.

14. After the completion of an interview thank the person who gave you the information and pay him $10.00 for his assistance.

15. PLEASE DO NOT FOLD the answer sheet or make any marks on it other than the responses from the interview.

16. If a person assigned to you refuses to cooperate or is unavailable after two attempts to reach him, drop that person's name from the list and obtain a substitute name from the list of alternatives. If you should use up the names of substitutes, get additional names from your community representatives.

17. Turn your completed answer sheets and the names of the people you have interviewed over to your community representative.

After the training session with the local interviewers, appropriate numbers of questionnaires and answer sheets were supplied to the community representative.

The second on-site visit was also used for the Indian research assistants to administer the questionnaires to students and teachers in accordance with the prearranged schedule. Additional data were collected for the community relations component of the model demonstration library.

PROCESSING AND ANALYSIS OF DATA

The following procedures were employed in processing and analyzing the responses using electronic data processing services and equipment at the University of Minnesota:

1. The elementary school pupils marked their responses to the items on the Elementary Student Information Needs Questionnaire directly on the instrument. The pupil responses for each item were punched into cards and then transferred to magnetic tape. A computer program was prepared which printed out the number and per cent of each response to all items and for each category.

2. The responses of adults, secondary students, elementary teachers, and secondary teachers to their respective interview schedules or questionnaires were recorded on standard machine-scorable answer sheets. These answer sheets were scored using optical scan equipment and the results recorded directly on magnetic tape. Computer programs similar to the one used for elementary data were written to print out the number and per cent of each response to each item with subtotals by quesionnaire category.

3. The printout distributions of responses were tabulated by category for each questionnaire and the adult interview schedule. Average weighted responses were calculated for each category by instrument to obtain a priority ranking by category for each sub-population. This weighting was based on numerical equivalents of 1 to 3 for elementary pupils and on equivalents of 1 to 5 for all other instruments,with the highest number reflecting the greatest degree of importance or highest positive response. Within each category,items were ranked in order by per cent of high importance responses into classifications of low, medium, high and no response. In the instruments using five-point response scales, responses weighted 1 and 2 were combined into the "low" classification and responses weighted 4 and 5 were combined into the "high" classification. Interpretations of data to identify needs were based on the following assumptions and/or guidelines:

    a. Ratings of high importance were interpreted as an indication of need. The validity of this assumption is based on the fact that instrument items were constructed from need statements formulated by experienced

Indian educators using a modified jury technique. The responses of the Indian community sub-population samples verified these need statements and the degree of favorable response was the basis of assigning priorities. The responses of elementary and secondary students were considered the primary indicators of needs among those sub-populations. The responses of their teachers (largely non-Indian) were used as supporting and sometimes contrasting data.

b. The implementation of the demonstration models will take place over a three-year period. On the basis of the data, the identified needs were assigned to each of the three developmental years by the same jury of Indian educators (research assistants).

c. Data collected on the Library Inventory were tabulated and interpreted to present a picture of existing library facilities available in the reservation community. Data collected in the questionnaires and the adult interviews were tabulated to provide additional descriptive dimensions,including library access and utilization.

d. Data collected from completion of the Community Inventory were presented to provide a background picture of the reservation community setting in which the library demonstration model is to be implemented.

After the Indian research team had collected and analyzed the data, special consultants in library and media technology were retained to advise the study team on the latest concepts and technological developments in these fields. Using their technical expertise, the demonstration model reported in Chapter IV was developed for consideration, modification, and approval by the Tribal Council and its staff.

CHAPTER III

PRESENTATION OF FINDINGS

This chapter presents the findings of the informational needs study of American Indians in the Rough Rock community of the Navajo Reservation. The results and findings of this study are reported in the following sections: 1) elementary pupils, 2) secondary students, 3) adults, 4) existing library facilities and services, and 5) bilingual needs.

INFORMATIONAL NEEDS OF ELEMENTARY PUPILS

The research design of this study, which was presented in Chapter II, indicated that two data-collecting instruments were used to identify informational needs of elementary pupils. These two data collection instruments were two parallel-constructed questionnaires given to elementary pupils and their teachers at the Rough Rock Demonstration School. Within the questionnaire were the categories: 1) American Indian culture, 2) family life, 3) Indians in the city, 4) using goods and services, 5) school and learning, 6) health and safety, 7) recreation, 8) current events, 9) media in the home, 10) library use, and 11) miscellaneous. The elementary teachers' questionnaire covered the same categories and items, with modified terminology appropriate to their comprehension level, with the additional categories of 1) service agencies, 2) legal and civil rights, 3) occupational and vocational information, and 4) professional informational needs. The data collected from elementary pupils and their teachers will be presented in the following sections of this chapter. Those areas not covered in both questionnaire instruments will be discussed separately.

The categories within each questionnaire are ranked in order of priority, based on procedures discussed in Chapter II. This priority ranking of categories is the basis for discussion of the perceptions of elementary pupils' and elementary teachers' informational needs.

The ranking of categories by elementary pupil average weighted response is listed below:

Rank	Category	Average Weighted Score *
1	School and Learning	2.705
2	Using Goods and Services	2.636
3	Indians in the City	2.614
4	Recreation	2.607
5	Current Events	2.589
6	American Indian Culture	2.494
7	Health and Safety	2.400
8	Family Life	2.308

* Based on a 3-point scale

The ranking of categories by elementary teacher average weighted response is listed below:

Rank	Category	Average Weighted Score *
1	Academic Discipline	4.631
2	American Indian Culture	4.542
3	Health and Safety	4.181

Rank	Category	Average Weighted Score *
4	Family Life	4.142
5	Recreation	4.085
6	Contemporary Events	3.525
7	Occupations and Vocations	3.457
8	Legal and Civil Rights	3.242
9	Service Agencies	3.170
10	Consumer Information	3.000
11	American Indians in Urban Society	2.932

* Based on a 5-point scale

The pupils at Rough Rock indicated a high priority for more information regarding school and learning. This reaction was identical to the response of their teachers. Using Goods and Services, Indians in the Cities, Recreation, and Current Events were grouped together as those items of secondary importance. The teachers, however, ranked Consumer Information and American Indians in Urban Society as the two lowest in priority. Contemporary Events and Recreation were grouped as the fifth and sixth priorities of the teachers. The pupils ranked American Indian Culture, Health and Safety, and Family Life as their lowest areas of informational needs. The teachers, on the other hand, rated these same three elements as their second, third and fourth priorities. The pupils' responses to informational needs relating to occupations and vocations, legal and civil rights, and service agencies were included under the miscellaneous category. The teachers viewed these in the lower third of all areas of informational needs.

SCHOOL AND LEARNING

The ranking of items within this category by elementary pupils using the highest to lowest per cent of responses is depicted in Table 1. The pupils indicated a definite need for more information about physical education, sports and reading areas. The heavy positive response to the first two items can possibly be attributed to the fact that there were more boys than girls responding. Those areas of moderate interest were those of basic academic subjects such as social studies, mathematics and science. The lowest priority indications by the pupils were in the area of art and music. The fine arts area has been relatively untouched except for the association of native traditional works.

TABLE I

RANKING OF ITEMS IN THE SCHOOL AND LEARNING INFORMATION CATEGORY FOR ELEMENTARY PUPILS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY ELEMENTARY PUPILS

Rank	Item No.	Item Would you like to have more books and things to help you learn more about:	Per Cent Responding High	Medium	Low	No Response
1	34	Physical education and sports	84	9	5	1
2	30	Reading betterment	82	14	1	2
3	32	Social studies	77	7	13	2
4	31	Mathematics	75	18	4	2
5	33	Science	74	15	7	3
6	35	Art and music	63	23	11	1

Table 2 illustrates the responses of elementary teachers at Rough Rock toward academic discipline areas. The teachers placed a high priority on science and mathematics supported with physical education and sports. Within the medium response group, the teachers saw a need for more information about native languages of American Indians, reading, social studies and fine arts. The teachers felt that information relating to guidance and counseling was the lowest priority even though the total per cent of responses for this item was high when compared to items in other categories.

TABLE 2

RANKING OF ITEMS IN THE ACADEMIC DISCIPLINE INFORMATION CATEGORY FOR ELEMENTARY PUPILS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY ELEMENTARY TEACHERS

			Per Cent Responding			
Rank	Item No.	Rate the importance of additional information resources associated with school success in the following areas:	High	Medium	Low	No Response
1.00	57	Science	99	0	0	0
2.50	55	Mathematics	98	0	0	0
2.50	60	Physical education and sports	98	0	0	0
3.00	58	Native languages - American Indian	91	0	8	0
6.33	54	Reading	90	0	8	0
6.33	56	Social studies	90	8	0	0
6.33	59	Fine arts-art, drama, music, dance	90	0	0	8
8.00	61	Guidance and counseling	82	8	8	0

The primary difference in pupil-teacher perception of informational needs relevant to academic discipline was that pupils seemed to prefer recreational or leisure time-associated areas. The teachers, on the other hand, indicated more of a preference for academic and instructional areas. The low per cent of both pupils and teachers responding in the fine arts area may be due in part to their not being cognizant of all that it comprises. Logistically, it would appear to be a difficult undertaking to adequately incorporate all of these areas into a proper perspective.

USING GOODS AND SERVICES

The ranking of items within this category by elementary pupils using the highest to lowest per cent of responses is illustrated in Table 3. The pupils felt a very high need to find out more about saving money. Also included in the high priority for pupil needs was information about price differences on items and costs involved in feeding, clothing and housing a family. The one item of medium interest was that of where goods and services come from. The pupils indicated less of a need for information about planning how to use money and about borrowing, banking, and checking procedures.

A possible reason for the low rating of banking procedures may be related to the fact that these service institutions are far removed from the community proper. The concern for prices may be due to having to purchase from local traders or driving a considerable distance for competitive prices on similar items.

Table 4 illustrates the responses of elementary teachers at Rough Rock. All items were of a high priority nature, yet the per cent of responses when compared with other categories was quite low.

The major difference was that the pupil perception of informational needs regarding consumer education was, on the whole, considerably higher in terms of per cent than that of their teachers. The pupils seem to view money primarily in terms of output rather than investment or growth potential. This is partly due to the design of the questionnaire.

TABLE 3

RANKING OF ITEMS IN THE USE OF GOODS AND SERVICES INFORMATION CATEGORY FOR ELEMENTARY PUPILS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY ELEMENTARY PUPILS

Rank	Item No.	Item Would you like to know more about:	Per Cent Responding High	Medium	Low	No Response
1	25	Saving money	86	8	2	3
2.50	24	Why some things cost more than others	73	17	7	2
2.50	27	Costs of feeding, clothing, and housing for a family	73	23	3	0
4	28	Where goods and services you use come from	67	27	5	0
5	29	Planning the use of your money	63	25	10	0
6	26	Borrowing money, banking, and checking accounts	56	25	15	2

TABLE 4

RANKING OF ITEMS IN THE CONSUMER EDUCATION INFORMATION CATEGORY FOR ELEMENTARY PUPILS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY ELEMENTARY TEACHERS

Rank	Item No.	How would you rate importance of meeting the following informational needs of Indian pupils in your school:	Per Cent Responding High	Medium	Low	No Response
2.33	51	Family and personal budget planning	32	33	24	8
2.33	52	Banking, savings, and checking accounts	32	49	16	0
2.33	53	Consumer protection - Better Business Bureau	32	8	49	8

INDIANS IN THE CITY

The ranking of items within this category by elementary pupils is illustrated in Table 5. The pupils had a definite desire to have more information about the world of work in the cities as well as educational opportunities and systems in urban areas. The pupils indicated that their desire for more information about interesting places to visit and the cities where Indians live were of moderate concern. The items of least interest were for information concerning reasons why Indians move to the cities and the problems they face.

It appears that the pupils have conceptualized the basis of reservation economy, as their perception of urban areas is primarily associated with employment potentials. The high interest in urban education may possibly stem from a curiosity about educational-social experiences void in the rural reservation system they are in.

TABLE 5

RANKING OF ITEMS IN THE INDIANS IN THE CITY INFORMATION CATEGORY FOR ELEMENTARY PUPILS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY ELEMENTARY PUPILS

			Per Cent Responding			
Rank	Item No.	Item Would you like to know more about:	High	Medium	Low	No Response
1	22	Work that Indian people do in the cities	79	13	4	3
2	21	Schools Indian students attend in the cities	77	17	3	2
3	23	Interesting places to visit in the cities	70	19	8	2
4	19	Cities where Indians live	67	24	6	2
5	18	Why Indian people move to cities	60	28	9	1
6	20	Problems that Indians face in the cities	52	29	15	2

Table 6 represents the ranking of elementary teacher responses relative to American Indians in urban society. The highest priority items were associated with the historical development of Indian migration to urban areas and with the quality of life in urban areas. Special interest was indicated in the areas of educational opportunities and medical assistance. Teachers indicated a moderate desire for more information about employment, housing, and Indian centers or other Indian service agencies assisting urban Indians. The lowest per cent of responses indicated less of a need for information dealing with cities that have large concentrations of Indians, social establishment agencies assisting Indian people, and government and political structures of cities.

The teachers seemed more concerned about a historical perspective of urban Indian movement and what kind of life is available when Indians get to the cities. It would appear there may be a hesitancy to advocate urban migration until all conditions affecting personal adjustment have been thoroughly pursued.

The differences between pupil and teacher perceptions of informational needs regarding American Indians in urban society were primarily concerned with employment opportunities in urban areas. (The pupils' view of family as kinship systems may have had relatives move to the cities for employment.) They appear curious to find out more about the type of jobs which their relatives or family members undertake in urban areas or on the parameters of the reservation. Economic factors on the reservation place limitations on pleasure travel to urban areas. This may be a reason for less of an interest in knowing about places to visit in urban areas. The reasons that Indians move appear plain even for this age group of pupils. The seeming lack of concern about urban Indian problems may be due to non-direct implications.

TABLE 6

RANKING OF ITEMS IN THE AMERICAN INDIANS IN URBAN SOCIETY INFORMATION CATEGORY FOR ELEMENTARY PUPILS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY ELEMENTARY TEACHERS

Rank	Item No.	Item How would you rate the importance of meeting the following informational needs of Indian pupils in your school:	Per Cent Responding High	Medium	Low	No Response
3.25	25	History of Indian urban movements	41	49	8	0
3.25	27	Quality of life for urban Indians	41	33	16	8
3.25	31	Educational opportunities	41	24	32	0
3.25	32	Medical help	41	24	32	0
5.00	29	Employment within an urban area	32	33	32	0
6.50	28	Condition and availability of housing in urban areas	24	49	24	0
6.50	33	Indian centers and interest groups	24	41	32	0
8.50	26	Cities with the greatest concentrations of American Indian people	16	49	32	0
8.50	30	Social agencies to assist Indian people in urban areas	16	41	40	0
10.00	34	Government and political structures of cities	8	41	48	0

RECREATION

The ranking of items within this category by elementary pupils using the highest to lowest per cent of responses is illustrated in Table 7. Information about all types of sports was rated as the highest priority. This is probably due to the fact that there were more boys than girls responding in the three grade levels tested. Their second priority included quiet indoor games and Indian cultural events. The lowest priority was in the area of crafts and hobbies. It would appear that the pupils feel indoor activities are presently available for leisure time utilization.

TABLE 7

RANKING OF ITEMS IN THE RECREATION INFORMATION CATEGORY
FOR ELEMENTARY PUPILS IN THE ROUGH ROCK COMMUNITY
AS PERCEIVED BY ELEMENTARY PUPILS

Rank	Item No.	Would you like to know more about:	Per Cent Responding			
			High	Medium	Low	No Response
1	40	All types of sports	79	28	16	1
2	43	Quiet indoor games	76	17	3	3
3	42	Indian cultural events	67	20	11	1
4	41	Crafts and hobbies	53	28	16	1

Table 8 indicates the priority ranking of elementary teacher responses to informational needs in the area of recreation. Individual participation and spectator-type activities were given the highest priority. Family participation activities rated low. This is possibly due to the isolated conditions and poor access to the school proper. Most of these activities would apparently need close cooperative efforts on the part of academic and dormitory staffs.

The differences in pupil and teacher perceptions of informational needs regarding recreation appear minimal. The questionnaire reflects an overall request for information about individual participation-type activities in all sports, followed by quiet indoor and spectator activities as the major areas of concern.

TABLE 8

RANKING OF ITEMS IN THE RECREATION INFORMATION CATEGORY FOR ELEMENTARY PUPILS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY ELEMENTARY TEACHERS

Rate	Item No.	Item Rate the following informational areas dealing with recreation in terms of their importance to your students:	Per Cent Responding			
			High	Medium	Low	No Response
1	80	Individual participation-type activities	74	16	8	0
2	81	Spectator-type activities	73	16	8	0
3	82	Family participation-type activities	41	49	0	8

CURRENT EVENTS

The ranking of items within this category by elementary pupils is illustrated in Table 9. Information regarding state and reservation or tribal events was of primary importance. School-related events were viewed with moderate concern. National and international events were the lowest areas of interest. The responses seem to indicate a very high interest among fourth, fifth and sixth grade students for events related to them as Navajo persons.

TABLE 9

RANKING OF ITEMS IN THE CURRENT EVENTS INFORMATION CATEGORY FOR ELEMENTARY PUPILS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY ELEMENTARY PUPILS

Rank	Item No.	Item Would you like to know more about:	Per Cent Responding			
			High	Medium	Low	No Response
1	46	State events	71	24	2	2
2	45	Reservation or tribal events	70	25	4	0
3	44	School-related events	67	22	8	2
4.5	47	National events	56	35	4	4
4.5	48	International or world events	56	29	13	0

Table 10 illustrates the per cent of responses by elementary teachers with respect to contemporary events. The elementary teachers viewed sports and recreational activities, and local, personal and social events as those areas of informational needs of paramount concern. Governmental Indian policies and national Indian events and issues were considered of moderate importance. International events, state and national news, and weather were rated as the areas of lowest concern. It appears that those elements of a personal nature are preferred over information concerning how the larger segments of society relate with the Navajo people.

TABLE 10

RANKING OF ITEMS IN THE CONTEMPORARY EVENTS INFORMATION CATEGORY FOR ELEMENTARY PUPILS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY ELEMENTARY TEACHERS

Rank	Item No.	Item How important is information about contemporary events for your pupils:	Per Cent Responding High	Medium	Low	No Response
1.50	86	Current sports and recreational activities	65	24	8	0
1.50	87	Local, personal, and social events	65	24	8	0
3.00	83	New and current governmental Indian policies	48	24	16	8
4.00	89	National Indian events and issues	40	58	0	0
5.50	84	International events and issues	24	49	16	8
5.50	85	State and national news	24	66	8	0
7.00	88	Weather	16	49	16	16

The primary difference in pupil and teacher perceptions of informational needs regarding contemporary events was that the pupils placed greater importance on access to more information about state and tribal events than did the teachers. This may be due to the recent issues arising in Arizona between the Navajo tribe and the state political systems. National and international events seem to be too far removed to be of great importance to the pupils.

AMERICAN INDIAN CULTURE

The ranking of items within the American Indian culture category by elementary pupils according to high and low degrees of interest is illustrated in Table 11. The pupils at Rough Rock indicated that they had a high desire to acquire more information about the following areas: clans, families and other groups in their tribe; foods of American Indian tribes; noted American Indian leaders past and present; and music, dances, and arts and crafts of American Indian tribes.

The areas considered of medium importance to the pupils were legends and stories, early native clothing, tribal history, languages of American Indian tribes, and American Indian medicines.

The items rated lowest by the pupils were Indian religions and tribal events and celebrations.

The elementary pupils seem most interested in acquiring information about items which were of a more personal nature or which were closely associated with their tribe.

TABLE 11

RANKING OF ITEMS IN THE AMERICAN INDIAN CULTURE INFORMATION CATEGORY FOR THE ELEMENTARY PUPILS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY ELEMENTARY PUPILS

			Per Cent Responding			
Rank	Item No.	Item: Would you like to know more about	High	Medium	Low	No Response
1	10	Clans, families, and other groups in your tribe	80	7	11	1
2	7	Foods of American Indian tribes	77	19	1	2
3	1	Noted American Indian leaders past and present	72	18	8	1
4	3	Music, dances, and arts and crafts of American Indian tribes	67	24	7	1
5	5	Legends and stories of American Indian tribes	59	30	9	0
6	8	Types of clothing worn by American Indians in early times	57	36	4	2
7	2	History of your tribe	56	29	11	2
8	11	Languages of American Indian tribes	52	28	16	2
9	4	Medicines used by American Indian tribes	50	30	16	2
10	6	Religions of American Indian tribes	41	37	19	2
11	9	Tribal events and celebrations	39	44	14	2

Table 12 illustrates the responses of the elementary teachers at Rough Rock. The highest interest priorities indicated were native American Indian history, legends and stories, music, arts and crafts, noted leaders, value systems, and ceremonies and customs. Those items of medium interest were native foods, problems of Indian and non-Indian relations, languages, medicine, religions, dances, native dress, and inter- and intra-tribal relationships past and present. The lowest per cent of items of interest were tribal life under the U.S. and tribal governments.

The elementary teachers were interested primarily in items which were or could be easily integrated into a teaching situation.

TABLE 12

RANKING OF ITEMS IN THE AMERICAN INDIAN CULTURE INFORMATION CATEGORY FOR ELEMENTARY PUPILS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY ELEMENTARY TEACHERS

Rank	Item No.	Item: How would you rate the importance of meeting the following needs of Indian pupils in your school?	Per Cent Responding High	Medium	Low	No Response
1.50	2	History of American Indian tribes	100	0	0	0
1.50	9	Legends and stories of American Indian tribes	100	0	0	0
3.50	12	Native music of American Indian tribes	91	8	0	0
3.50	7	Arts and crafts of American Indian tribes	91	0	0	8
5.33	1	Noted Indian leaders past and present	90	0	0	8
5.33	17	Value systems of American Indian tribes	90	8	0	0
5.33	15	Ceremonies and customs of American Indian tribes	90	8	0	0
8.00	13	Native food dishes of American Indian tribes	83	8	8	0
9.50	4	Problems in Indian and non-Indian relations past and present (origins and outcomes)	82	16	0	0
9.50	16	Native languages of American Indian tribes	82	0	16	0
11.25	8	Indian medicine used by American Indian tribes	74	8	8	8
11.25	10	Native religions of American Indian tribes	74	8	8	8
11.25	11	Native dances of American Indian tribes	74	24	0	0
11.25	14	Nativ dress of American Indian tribes	74	24	0	0
15.00	3	Inter-tribal and intra-tribal relationships past and present	73	16	8	0
16.50	5	Tribal life under the U.S. government	66	8	16	8
16.50	6	Tribal life under tribal government	66	24	8	0

The basic difference between pupil and teacher perceptions of informational needs with respect to the category of American Indian culture was a dichotomy of those items which could be closely associated with pupils personally and those which could be implemented more readily in a teaching situation by teachers. The pupils were less interested in information about those items which appeared to take on a religious or culturally sacred overtone. This, perhaps, is because of the predominance of traditional philosophy adhered to in the Rough Rock community. A high per cent of teachers, on the other hand, indicated that these same areas were ones about which they felt more information should be made available.

HEALTH AND SAFETY

The ranking of items within this category by elementary pupils using the highest to lowest per cent of responses is illustrated in Table 13. The pupils indicated a need to know more about first aid by ranking this category as their highest priority. Good health and appearance and safety with guns, fire and water were grouped together, thus indicating an average need for this kind of information. The pupils' responses appeared to indicate less of a desire for information about alcohol, smoking and drugs. It is possible that the dissemination of such information is being accomplished at present through other sources.

Table 14 represents the responses of the elementary teachers at Rough Rock with respect to health and safety information needs. The elementary teachers viewed dental health, communicable diseases, personal health, hygiene, eye care, and the effects of alcohol, tobacco and drugs as areas of highest priority. The areas of mental health, personal grooming and appearance and sanitation were of medium importance. The lowest areas of informational need included home safety, safety with fire, guns, water and machines, agencies concerned with health and safety, and venereal disease.

TABLE 13

RANKING OF ITEMS IN THE HEALTH AND SAFETY INFORMATION CATEGORY FOR ELEMENTARY PUPILS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY ELEMENTARY PUPILS

Rank	Item No.	Item Would you like to know more about:	Per Cent Responding High	 Medium	 Low	 No Response
1	38	First aid	74	18	6	1
2	36	Good health and appearance	63	29	5	1
3	39	Safety at home with guns, fire, water, etc.	58	17	21	2
4	37	Effects of alcohol, smoking and drugs	39	13	45	2

TABLE 14

RANKING OF ITEMS IN THE HEALTH AND SAFETY INFORMATION CATEGORY FOR ELEMENTARY PUPILS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY ELEMENTARY TEACHERS

Rank	Item No.	Item Rate the following areas of health and safety information as to their importance for your students:	Per Cent Responding High	 Medium	 Low	 No Response
1.50	70	Dental health	90	8	0	0
1.50	73	Communicable disease	90	8	0	0
4.33	69	Personal health and hygiene	82	8	0	0
4.33	71	Eye care	82	8	0	8
4.33	72	Effects of Alcohol, tobacco and drugs	82	8	0	8
6.00	76	Mental health	74	24	0	0
7.00	68	Individual grooming and appearance	73	8	16	0
8.00	75	Sanitation	65	24	8	0
9.00	77	Safety at home	57	33	0	0
10.50	78	Safety with fire, guns, water, and machines	49	33	8	8
10.50	79	All agencies concerned with health and safety	49	24	16	8
12.00	74	Venereal disease	41	33	24	0

In comparing the differences between pupil and teacher perceptions of informational needs regarding health and safety, most items dealing with physical concerns rated a high priority. The major difference was in the perception of informational needs concerning alcohol, smoking and drugs. The difference indicates that the elementary teachers view this area as being more important than the pupils do. This may be attributable to the age difference of the two groups and the attendant differences in perception.

FAMILY LIFE

The ranking of items within the family life category by elementary pupils is illustrated below in Table 15.

TABLE 15

RANKING OF ITEMS IN THE FAMILY LIFE INFORMATION CATEGORY FOR ELEMENTARY PUPILS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY ELEMENTARY PUPILS

Rank	Item No.	Item Would you like to know more about:	Per Cent Responding High	Medium	Low	No Response
1	12	How plants, animals and people are reproduced	68	18	13	0
2.50	14	Getting along with other children	62	26	10	0
2.50	16	Where to get help when you or your family has a problem	62	26	10	0
4	13	How your body grows and changes	45	35	19	0
5	17	How death affects the family	40	35	23	1
6	15	Dating, marriage and starting a family	30	20	48	0

The pupils at Rough Rock indicated a high desire to have access to more information about reproduction of all living things and social interaction on personal and family levels. Those items which were of moderate interest were physiological development of humans and the effects of death on the family. Information needs relating to dating, marriage and starting a family were rated lowest. This item had the lowest percentage response of any item in the entire questionnaire.

Table 16 illustrates the responses of the elementary teachers in the area of family life. Their highest priority included the peer group and child-parent relations categories. This priority corresponds in general to that of the students. Information about pre-adolescence and adolescence of boys and girls, marriage, and the process of establishing a home were considered as being of medium importance. The per cent of teacher responses indicated that their lowest priority was information about the birth process, infancy and early childhood, and respect and understanding of the aged and death.

It appears that the teachers feel an urgency toward integrating information about group and social dynamics and less of a concern for the early childhood and aged segments of their community.

TABLE 16

RANKING OF ITEMS IN THE FAMILY LIFE INFORMATION CATEGORY FOR ELEMENTARY PUPILS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY ELEMENTARY TEACHERS

Rank	Item No.	Item How would you rate importance of meeting the following information needs of Indian pupils in your school:	Per Cent Responding High	Medium	Low	No Response
1.00	21	Peer-group relations	91	8	0	0
2.00	22	Child-parent relations	82	8	8	0
3.50	20	Pre-adolescence and adolescence of boys and girls	74	16	8	0
3.50	23	Marriage and the process of establishing a home	74	16	8	0
5.00	18	Birth process	66	24	8	0
6.00	19	Infancy and early childhood	65	33	0	0
7.00	24	Respect and understanding of the aged and death	40	49	8	0

The most apparent difference with respect to family life informational needs when comparing pupil and teacher responses is their opposite view as to the need for more information about the process of physiological change in humans. The pupils took the view that this information is a definite need of theirs. Another item which had a significant difference in per cent of positive responses was the lack of a desire on the part of students for information about dating, marriage and starting a family. This low response seems to be normal for the age-group responding. The bulk of the other items seemed to be closely compatible in terms of pupil-teacher indications of need.

SERVICE AGENCIES

The ranking of items within the service agencies category by elementary teachers is illustrated in Table 17. The teachers felt that there was a definite need to find out more information about the Bureau of Indian Affairs and its services. The Navajo Tribal government, its services, and all other federal agencies serving the Indian community were areas of moderate informational interest. State and county services were perceived as being the least important in terms of information about them.

The elementary pupil response to information regarding service agencies was reflected in the miscellaneous category of their questionnaire and contained only one question which was an area of informational need reflecting a moderate rating of 57 per cent.

TABLE 17

RANKING OF ITEMS IN THE SERVICE AGENCIES INFORMATION CATEGORY
FOR ELEMENTARY PUPILS IN THE ROUGH ROCK COMMUNITY
AS PERCEIVED BY ELEMENTARY TEACHERS

Rank	Item No.	Item How would you rate the importance of information about the following in meeting the needs of Indian pupils in your school:	Per Cent Responding High	Medium	Low	No Response
1.00	36	Bureau of Indian Affairs and its services	41	24	32	0
3.50	35	Tribal government and its services	40	33	16	8
3.50	37	Other federal agencies and their programs serving Indian community	40	33	24	0
4.00	38	State and county service agencies	32	24	41	0

LEGAL AND CIVIL RIGHTS

The ranking of items within the legal and civil rights category by elementary teachers is illustrated in Table 18. The teachers felt a definite need to have information regarding access to legal counsel and the legal rights of American Indians. The areas of federal, state, and local laws; court systems; and tribal treaties with the U.S. government were considered of medium importance. The U.S. and State constitutions and penalties for crimes and the penal system were the categories rated least important. The high priority of interest in dissemination of legal information may be attributed in part due to isolation factors. The lack of legal knowledge creates problems in just representation under the law. Although ignorance of the law is considered to be no excuse for breaking the law, this fact has created questionable circumstances in legal procedures.

The responses of elementary pupils to the three items in the miscellaneous category that related to legal and civil rights are (1) how laws are made by county, state, and tribe (69 per cent "high" response), (2) your rights to protection and justice (46 per cent "high" response), and (3) crimes and the punishments for them (45 per cent "high" response).

The pupils indicated more of a desire to find out how laws are made than to have information about their rights to protection and justice under the law.

TABLE 18

RANKING OF ITEMS IN THE LEGAL AND CIVIL RIGHTS INFORMATION CATEGORY FOR ELEMENTARY PUPILS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY ELEMENTARY TEACHERS

Rank	Item No.	Item How would you rate the importance of meeting the following informational needs of Indian pupils in your school:	Per Cent Responding High	Medium	Low	No Response
1.00	45	Access to legal counsel	74	8	16	0
2.00	44	Legal rights of American Indians under the law	73	8	16	0
3.00	43	Federal, state, and local laws affecting the local tribe	57	24	16	0
4.00	40	Tribal treaties with the U. S. government	49	16	32	0
5.00	39	Tribal constitutions and by-laws	48	8	40	0
6.00	46	Tribal, municipal, state, and federal court systems	32	24	32	8
8.33	41	United States Constitution	24	24	48	0
8.33	42	State Constitutions	24	24	49	0
8.33	47	Penalties for crimes and the penal system	24	16	40	0

OCCUPATIONAL AND VOCATIONAL INFORMATION

The ranking of items within the occupational and vocational needs category by elementary teachers is illustrated in Table 19. The elementary teachers rated availability of job descriptions for the reservation as the highest priority item. Training opportunities to prepare persons for employment and scholarships and grants available for advanced training ranked second and third in priority.

The elementary pupils placed a high priority on having access to more information about potential job opportunities (88 per cent "high" response) and the training necessary to qualify for those jobs (83 per cent "high" response).

TABLE 19

RANKING OF ITEMS IN THE OCCUPATIONAL AND VOCATIONAL INFORMATION CATEGORY FOR ELEMENTARY PUPILS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY ELEMENTARY TEACHERS

Rank	Item No.	Item How would you rate the importance of meeting the following informational needs of Indian pupils in your school:	Per Cent Responding High	 Medium	 Low	 No Response
1.00	48	Descriptions of all existing jobs on this reservation	58	24	16	0
2.00	49	Availability of training opportunities to prepare one for employment	41	33	24	0
3.00	50	Scholarships and grants available for advanced training	32	33	24	8

PROFESSIONAL INFORMATION

Table 20 presents the elementary teachers' perceptions of the importance of professional information to their teaching. The data indicate that the highest priority is having access to additional information related to educational field trips followed by information concerning educational innovation. Human relations activities received a moderate ranking, with 65 per cent indicating a high need. Both in-service training and professional organizations rank low. It would seem that elementary teachers are most concerned with professional items that will have direct relationship to their teaching situations in the Rough Rock community and least concerned with items of a broader professional nature.

TABLE 20

RANKING OF ITEMS IN THE PROFESSIONAL INFORMATION CATEGORY FOR ELEMENTARY TEACHERS IN THE ROUGH ROCK COMMUNITY

Rank	Item No.	How do you rate the importance of additional information on the following areas related to teaching:	Per Cent Responding High	Medium	Low	No Response
1	65	Educational field trips	98	0	0	0
2	67	Educational innovation	82	16	0	0
3	62	Human relations activities	65	33	0	0
4	64	Professional journals	49	33	16	0
5	63	In-service training	41	33	24	0
6	66	Professional organizations	33	41	24	0

INFORMATIONAL NEEDS OF SECONDARY STUDENTS

The research design presented in Chapter II indicated that two questionnaires were used to identify the informational needs. These questionnaires were given to a random sample of secondary students and another questionnaire was given to their teachers. The two questionnaires were constructed in parallel so the information collected on the question items were not identical. These topical areas are 1) American Indian culture, 2) family life, 3) Indians in urban areas, 4) consumer information, 5) general education, 6) health and safety, 7) recreation, 8) contemporary events, 9) service agencies, 10) legal and civil rights, and 11) occupational and vocational information.

The data collected from the secondary students and their teachers will be discussed together in subsequent portions of this section. Those areas not covered in both questionnaire instruments will be discussed separately.

The ranking of the secondary student categories by average weighted response is listed below:

Rank	Category	Average Weighted Score *
1	Legal and Civil Rights	4.19
2	American Indian Culture	4.15
3	General Education	4.13
4	Indians in Urban Areas	4.10
5	Service Agencies	4.10
6	Occupational and Vocational Information	4.06
7	Consumer Information	4.06
8	Family Life	4.04
9	Contemporary Events	3.91
10	Health and Safety	3.86
11	Recreation	3.86

* Based on a 5-point scale

The questionnaire category which received the highest average weighted response by secondary students was legal and civil rights followed by American Indian culture. The lowest interest was expressed for the health and safety and recreation categories. In general, the rank order list indicates that the students selected items relevant to reservations for higher priorities and items less relevant to reservations for least priority.

The ranking of the secondary teacher categories by average weighted response is listed below:

Rank	Category	Average Weighted Score *
1	Legal and Civil Rights	4.51
2	Occupational and Vocational Information	4.51
3	American Indian Culture	4.35
4	Service Agencies	4.18
5	American Indian in Urban Areas	4.17
6	Contemporary Events	4.09
7	Academic Discipline Informational Needs	4.06
8	Health and Safety	4.06
9	Consumer Information	4.05
10	Family Life	3.85
11	Recreation Information	3.85

*Based on a 5-point scale.

The questionnaire category which received the highest average weighted response was legal and civil rights followed by occupational and vocational information. The categories receiving the lowest response were family life and recreation.

LEGAL AND CIVIL RIGHTS

The category which received the highest weighted response by both secondary students and their teachers was legal and civil rights. This category had eight items. Their rank order by per cent of high response is presented in Table 21.

The items that received highest ranks were as follows: your state's constitution, the legal rights of Indians, and the United States Constitution.

The categories which received the lowest rates were in the areas of federal, state, and local laws; tribal, municipal, state, and federal court systems; and crimes and punishments for them.

Categories of only moderate interest pertained to tribal treaties made with the United States government and the tribal constitution and by-laws.

In general, the rank order list indicates that the students selected items pertaining to state jurisdiction and legal rights of Indians for high priority, while items pertaining to crimes and punishments were of the lowest priority.

TABLE 21

RANKING OF ITEMS IN THE LEGAL AND CIVIL RIGHTS INFORMATION CATEGORY FOR SECONDARY STUDENTS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY SECONDARY STUDENTS

Rank	Item No.	Item How important do you feel that it is to have information available to you about the following topics:	Per Cent Responding High	Medium	Low	No Response
1	50	Your state's constitution	89	10	0	0
2.5	52	Legal rights of Indians	88	10	0	0
2.5	49	United States constitution	88	6	3	0
4	48	Treaties of your tribe with the U. S. government	78	6	9	3
5	47	Your tribe's constitution and by-laws	75	10	10	3
6.5	51	Federal, state, and local laws affecting you and your tribe	68	17	6	6
6.5	53	Tribal, municipal, state, and federal court systems	68	13	6	10
8	54	Crimes and punishments for them	58	34	6	0

The ranking of items within the legal and civil rights category by secondary teachers is presented in Table 22.

Six items received the highest ranking (100 per cent): tribal constitution and by-laws; tribal treaties with U. S. government; legal rights of American Indians; access to legal counsel; tribal, municipal, state, and federal court systems; and penalties for crimes and the penal system.

Categories receiving the lowest rankings were the United States Constitution and the State Constitution. Both of these categories scored equally low at 71 per cent.

The middle item, receiving neither high or low rankings, was federal, state and local laws affecting the local tribe.

TABLE 22

RANKING OF ITEMS IN THE LEGAL AND CIVIL RIGHTS INFORMATION CATEGORY FOR SECONDARY STUDENTS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY SECONDARY TEACHERS

Rank	Item No.	Item How would you rate the importance of meeting the following informational needs of Indian students in your school:	Per Cent Responding High	Medium	Low	No Response
1.16	41	Tribal constitution and by-laws	100	0	0	0
1.16	42	Tribal treaties with the U. S. government	100	0	0	0
1.16	46	Legal rights of American Indians under the law	100	0	0	0
1.16	47	Access to legal counsel	100	0	0	0
1.16	48	Tribal, municipal, state, and federal court systems	100	0	0	0
1.16	49	Penalties for crimes and the penal system	100	0	0	0
7	45	Federal, state, and local laws affecting the local tribe	85	14	0	0
8.5	44	The state's constitution	71	28	0	0
8.5	43	The United States Constitution	71	14	0	14

The difference between the responses of secondary students and their teachers seems to be related to the level of government concerned. Both groups expressed a high degree of interest in the legal rights of Indians, but teachers were more concerned about local rights while students seemed more concerned about state and national rights.

AMERICAN INDIAN CULTURE

The ranking by secondary students of the items in the American Indian culture category is presented in Table 23.

The item which received the highest ranking was the clans, families, and other groups of your tribe. This was followed by the item pertaining to the traditional history of the tribe.

The lowest average weighted responses were for the categories concerning oral traditions, legends and stories of other tribes and the traditional history of other tribes.

The rank order list indicates that the students selected topics pertaining to their own tribe for highest priority and topics pertaining to other tribes for lowest priority.

Secondary teachers ranked the category concerning American Indian culture third. Table 24 presents the ranking of items found in this category.

Six items received the highest interest rating by teachers with 100 per cent of the teachers ranking them of high importance. These high interest items were noted Indian leaders past and present, history of American Indian tribes, inter- and intra-tribal relations, past and present, tribal life under the U. S. government, legend and stories of Amer-

TABLE 23

RANKINGS OF ITEMS IN THE AMERICAN INDIAN CULTURE INFORMATION CATEGORY FOR SECONDARY STUDENTS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY SECONDARY STUDENTS

Rank	Item No.	Item: How important do you feel it is to have information available to you about the following topics:	Per Cent Responding High	Medium	Low	No Response
1	17	The clans, families and other groups of your tribe	89	3	3	3'
2	1	The traditional history of your tribe	88	10	0	0
3.5	15	Language and dialects of your tribe	82	13	0	3
3.5	13	Religions of your tribe	82	10	6	0
5	11	Oral traditions, legends, and stories of your tribe	79	13	3	3
6	9	Arts, crafts, music and dances of your tribe	75	6	6	10
7	10	Arts, crafts, music and dances of other tribes	74	17	3	3
8	6	Printed materials about American Indians written by Indian authors	72	17	6	3
9.25	7	Traditional customs of your tribe	71	24	3	0
9.25	5	Background of how and why Federal Indian policies were developed	71	17	10	0
9.25	4	Your tribe's involvement with the federal government and the effect of federal Indian policy, law and treaty	71	13	9	3
9.25	16	Language and dialects of other tribes	71	6	6	13
13.5	3	Noted American Indian leaders	68	27	0	3
13.5	8	Traditional customs of other tribes	68	27	0	3
15.5	14	Religions of other tribes	65	20	10	3
15.5	18	Clans, families and groups of other tribes	65	13	16	3
17.5	2	Traditional history of other tribes	61	34	0	3
17.5	12	Oral traditions, legends, and stories of your tribe	61	13	3	3

ican Indian tribes and native religions of American Indian tribes. The items which received the lowest indications of interest were native dress of American Indian tribes, native languages of American Indian tribes, and native food dishes of American Indian tribes.

TABLE 24

RANKINGS OF ITEMS IN THE AMERICAN INDIAN CULTURE INFORMATION CATEGORY FOR SECONDARY STUDENTS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY SECONDARY TEACHERS

Rank	Item No.	Item: How would you rate the importance of meeting the following informational needs of Indian students in your school?	Per Cent Responding			
			High	Medium	Low	No Response
1.14	1.	Noted Indian Leaders past & present	100	0	0	0
1.14	2.	History of American Indian tribes	100	0	0	0
1.14	3.	Inter-intra tribal relationships past and present	100	0	0	0
1.14	5.	Tribal life under U.S. government	100	0	0	0
1.14	6.	Tribal life under tribal government	100	0	0	0
1.14	9.	Legends and stories of American Indian tribes	100	0	0	0
1.14	10.	Native religions of American Indian tribes	100	0	0	0
8.33	4.	Problems in Indian-non-Indian relations past and present - origins and outcomes	85	14	0	0
8.33	12.	Native music of American Indian tribes	85	14	0	0
8.33	15.	Ceremonies and customs of American Indian tribes	85	14	0	0
11.5	7.	Arts and crafts of American Indian tribes	84	14	0	0
11.5	8.	Indian medicine used by American Indian tribes	84	14	0	0
13.5	11.	Native dances of American Indian tribes	71	28	0	0
13.5	17.	Value systems of American Indian tribes	71	14	0	0
15.5	13.	Native food dishes of American Indian tribes	70	28	0	0
15.5	16.	Native languages of American Indian tribes	70	28	0	0
17	14.	Native dress of American Indian tribes	56	42	0	0

It would seem that the major difference in perceptions among secondary students and teachers involves the Navajo Indian culture versus the culture of other tribes. Secondary students rank all items pertaining to their tribe higher than similar items concerning other tribes. Secondary teachers were more interested in the culture of other tribes than in the local Navajo traditions and culture.

GENERAL EDUCATION

The ranking by secondary students' responses in the general education category are presented in Table 25.

The item which received highest ranking was health and physical education. Students' second and third areas of interest were social studies and Indian studies.

Items which received the lowest rankings were home economics and industrial arts.

The rank order indicates that the students selected items relevant to reservations for highest priority, while the more vocationally oriented courses were of least priority.

The rankings of items by secondary teachers in the general category "Academic Discipline Information Needs" are shown in Table 26.

The item which ranked the highest was native languages - American Indian, with 85 per cent of the teachers ranking this as being of high importance. This ranking of informational needs within the academic discipline category reveals that teachers feel the need for more information about native languages, mathematics, and science.

TABLE 25

RANKINGS OF ITEMS IN THE GENERAL EDUCATION CATEGORY FOR SECONDARY STUDENTS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY SECONDARY STUDENTS

Rank	Item No.	Item: How important do you feel that it is to have information available to you about the following topics?	Per Cent Responding High	Per Cent Responding Medium	Per Cent Responding Low	Per Cent Responding No Response
1	72	Health and physical education	92	3	3	0
2.5	70	Social studies	82	13	3	0
2.5	78	Indian studies	82	3	6	6
4.33	68	English, language arts	75	13	6	3
4.33	69	History	75	6	9	6
4.33	77	Driver education	75	6	6	10
7	71	Business-distributive education	74	20	3	0
8	66	Mathematics	65	13	9	10
9	67	Science	64	27	6	3
10	76	Fine arts	58	24	3	13
11	73	Agriculture	57	31	3	6
12	74	Industrial arts	55	20	6	17
13	75	Home economics	51	27	13	6

TABLE 26

RANKINGS OF ITEMS IN THE ACADEMIC DISCIPLINE CATEGORY FOR SECONDARY STUDENTS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY SECONDARY TEACHERS

Rank	Item No.	Item: Rate the importance of additional informational resources associated with school sources in the following areas:	Per Cent Responding High	Per Cent Responding Medium	Per Cent Responding Low	Per Cent Responding No Response
1	70	Native languages - American Indian	99	0	0	0
2.33	67	Science - natural and physical	85	14	0	0
2.33	68	Mathematics	85	14	0	0
2.33	77	Guidance and counseling	85	14	0	0
3.33	66	Social Sciences - history, geography, sociology, anthropology, psychology	70	28	0	0
6.33	72	Home economics	70	28	0	0
6.33	76	Driver education	70	28	0	0
8.20	73	Industrial education	56	42	0	0
8.20	74	Business education	56	42	0	0
8.20	71	Fine arts - art, drama, music, dance	56	28	14	0
8.20	69	Foreign languages	56	28	14	0
8.20	75	Physical education	56	28	0	14
13	65	Literature - classical and contemporary	42	42	14	0

Thus, Indian secondary students are more concerned with physical education, history, and the language arts. Their teachers, however, are more concerned about all the traditional academic subjects and guidance. Both groups are concerned about Indian studies and language. It is also interesting to note that both groups rank vocationally-oriented subjects lower than the traditional academic courses.

INDIANS IN URBAN SOCIETY

The Indians in urban society category was ranked fourth by secondary students. The rank order of items in this category is reported in Table 27.

The items which received the highest ranking pertained to Indian centers and agencies which help Indians adjust to urban life, and next in priority of concern was the education and employment opportunities item. The item which received the lowest rank was interesting places to visit in urban areas.

The rank order list indicates that the students selected items pertaining to urban life adjustment and employment for highest priority and tourist attractions for least priority.

Teacher responses to this category are summarized in Table 28. The per cent of high responses ranged from 99 to 42 per cent, and the teachers ranked this category fifth in priority of importance.

The item which ranked the highest in this category was Indian centers and interest groups. This item was followed by four equally ranked items: The history of the Indian urban movement, the quality of life for urban Indians, social agencies to assist Indian people in urban areas and education opportunities. The item scoring the lowest

TABLE 27

RANKING OF ITEMS IN THE INDIAN IN URBAN SOCIETY INFORMATION CATEGORY FOR SECONDARY STUDENTS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY SECONDARY STUDENTS

Rank	Item No	Item: How important do you feel that it is to have information available to you about the following topics:	Per Cent Responding High	Medium	Low	No Response
1	35	Indian centers and agencies which help Indians adjust to urban life	88	3	0	6
2	32	Education and employment opportunities	74	10	6	3
3	30	Living conditions of Indians in urban areas	78	13	6	0
4	28	Characteristics of urban areas to which Indians move	71	20	6	0
5	34	Medical services	68	27	3	0
6	31	Available housing	64	27	6	0
7	29	Why Indians move to urban areas	62	27	6	3
8	33	Interesting places to visit in urban areas	61	27	6	3

TABLE 28

RANKING OF ITEMS IN THE AMERICAN INDIAN IN URBAN SOCIETY INFORMATION CATEGORY FOR SECONDARY STUDENTS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY SECONDARY TEACHERS

Rank	Item No.	Item: How would you rate the importance of meeting the following informational needs of Indian students in your school?	Per Cent Responding High	Medium	Low	No Response
1	35	Indian centers and interest groups	99	0	0	0
2.25	27	The history of the Indian urban movement	85	0	14	0
2.25	29	The quality of life for urban Indians	85	0	14	0
2.25	32	Social agencies to assist Indian people in urban areas	85	0	0	14
2.25	33	Educational opportunities	85	0	0	14
6	34	Medical help	71	14	0	14
7	31	Employment within an urban area	70	28	0	0
8.5	28	Cities that contain the greatest concentration of American Indian people	56	42	0	0
8.5	30	Condition and availability of housing in urban areas	56	42	0	0
10	36	Government and political structure of cities	42	57	0	0

TABLE 29

RANKING OF ITEMS IN THE SERVICE AGENCIES INFORMATION CATEGORY BY SECONDARY STUDENTS IN THE ROUGH ROCK COMMUNITY

Rank	Item No.	How important do you feel that it is to have information available to you about the following topics:	Per Cent Responding High	Medium	Low	No Response
1	42	Welfare agencies	86	6	6	0
2	43	Legal agencies	85	3	9	0
3	37	Bureau of Indian Affairs	82	6	9	0
4	44	Medical agencies	79	13	3	3
5.33	41	Employment agencies	78	17	3	0
5.33	38	Other federal agencies	78	13	3	3
5.33	36	Your tribe's government	78	10	3	6
8	40	Educational agencies	75	10	10	3
9	45	Agricultural agencies	68	20	6	3
10	39	State and county service agencies	65	24	0	10
11	46	Agencies which help Indians start their own business	64	20	10	3

was government and political structures of cities.

In general, student and teacher responses to the items on the questionnaire results coincided with the exception of the history of the Indian urban movement, which received a high ranking by teachers and a low ranking by students. Both groups ranked items concerned with adjustment to urban areas higher than political structures or interesting places to visit.

SERVICE AGENCIES

Secondary students in the Rough Rock community ranked the service agencies category fifth among the informational needs categories. The rank order of questions in this category by students is found in Table 29.

The items receiving the highest rank were welfare agencies and their services, legal agencies and their services, and the Bureau of Indian Affairs and its services, respectively. The item which received the lowest priority is "Agencies which help Indians begin their businesses."

It appears from the priorities expressed by secondary students that they are more interested in agencies which can assist them now than in services which seem to be farther from their own realm of experience.

Teachers ranked the service agencies category fourth in importance, and their ranking of the items is presented in Table 30.

The item ranking highest was tribal government with 83 per cent of the teachers indicating a high level of interest.

The category which ranked the lowest in interest was the Bureau of Indian Affairs and its services, with only 56 per cent of the teachers expressing interest in this item.

Students and teachers ranked the service agencies category at about the same relative importance, fifth and fourth, respectively. There were extreme differences on only one item, the Bureau of Indian Affairs and its services. Students ranked this item third, while teachers ranked it last.

TABLE 30

RANKING OF ITEMS IN THE SERVICE AGENCIES INFORMATION CATEGORY FOR SECONDARY STUDENTS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY SECONDARY TEACHERS

Rank	Item No.	Item How would you rate the importance of meeting the following informational needs of Indian students in your school:	Per Cent Responding High	Medium	Low	No Response
1	37	Tribal government and its services	83	14	0	0
2	39	Other federal agencies and their programs that serve the Indian community	71	28	0	0
3	40	State and county service agencies	70	28	0	0
4	38	The Bureau of Indian Affairs and its services	56	28	0	14

OCCUPATIONAL AND VOCATIONAL INFORMATION

The occupational and vocational information category was ranked sixth in priority by secondary students in the Rough Rock community. Table 31 presents the rankings of items within the vocational and occupational information category.

The item which ranked highest was descriptions of all existing jobs on the reservation and their entry requirements, while the item which received the lowest per cent of response was information about every employment opportunity in this state and the nation. Items which ranked second and third pertained to making entry requirements and providing training opportunities to prepare one for employment.

The ranking of secondary teachers to the items in the category occupational and vocational information is presented in Table 32.

Three items ranked equally at 100 per cent: descriptions of all existing jobs on this reservation and their entry requirements, current information about job availability on this reservation and their entry requirements and availability of training opportunities to prepare one for employment.

The items which ranked lowest, with 85 per cent of the teachers ranking them of high priority, are the items pertaining to information about every employment opportunity in this state and the nation and scholarships and grants available for advanced training.

Both teacher and student groups were equally concerned in their rankings with job information at the local reservation level and not so concerned about training and employment in other parts of the state or nation.

CONSUMER INFORMATION

The rankings by secondary students in the category consumer information by per cent of response is shown in Table 33.

TABLE 31

RANKINGS OF ITEMS IN THE OCCUPATIONAL AND VOCATIONAL INFORMATION CATEGORY FOR SECONDARY STUDENTS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY SECONDARY STUDENTS

Rank	Item No.	Item: How important do you feel that it is to have information available to you about the following topics:	Per Cent Responding High	Medium	Low	No Response
1	55	Descriptions of all existing jobs on this reservation and their entry requirements	78	20	0	0
2	56	Current information about job availability on this reservation and entry requirements	71	13	10	3
3	57	Availability of training opportunities to prepare one for employment	71	13	10	3
4	58	Information about every employment opportunity in this state and the nation	68	17	6	6

TABLE 32

RANKINGS OF ITEMS IN THE OCCUPATIONAL AND VOCATIONAL INFORMATION CATEGORY FOR SECONDARY STUDENTS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY SECONDARY TEACHERS

Rank	Item No.	Item: How would you rate the importance of meeting the following informational needs of Indian students in your school:	Per Cent Responding High	Medium	Low	No Response
1.33	50	Descriptions of all existing jobs on this reservation and their entry requirements	100	0	0	0
1.33	51	Current information about job availability on this reservation and their entry requirements	100	0	0	0
1.33	52	Availability of training opportunities to prepare one for employment	100	0	0	0
4.5	53	Information about every employment opportunity in this state and nation	85	14	0	0
4.5	54	Scholarships and grants available for advanced training	85	14	0	0

The items which received the highest rankings, with 75 per cent of the students ranking them as being of high priority, were insurance and banking. Items which received the lowest ranking were mortgages and contracts.

Table 34 presents the ranking of items by secondary teachers in the category of consumer information.

The items which received the highest ranking were contracts and consumer protection, both of which scored a high of 100 per cent.

The items which received the lowest ranking were mortgages and investments.

There was little pattern that could be obtained from the rankings of students and teachers in the consumer information category other than agreement that information concerning mortgages is of least importance to both groups.

FAMILY LIFE

The category of family life was ranked eighth by secondary students in the Rough Rock community. Table 35 presents the ranking of items within this category.

The items which received the highest rankings were relations with family and friends and child-parent relations.

The items receiving the lowest rankings were the birth of children, marriage - beginning a family, and how boys and girls become men and women.

The items which did not receive extremely high or low rankings were death in the family, problems of the aged, and how to care for a baby.

TABLE 33

RANKING OF ITEMS IN THE CONSUMER INFORMATION CATEGORY FOR SECONDARY STUDENTS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY SECONDARY STUDENTS

Rank	Item No.	Item: How important do you feel that it is to have information available to you about the following topics:	Per Cent Responding High	Medium	Low	No Response
1.5	62	Insurance	75	20	0	3
1.5	65	Banking-saving, and checking accounts	75	13	6	3
3.5	61	Credit-time payment and interest rate	71	24	3	0
3.5	64	Taxation	71	20	3	3
5	59	Family budget planning	68	6	16	6
6	63	Contracts	58	31	3	6
7	60	Mortgages	54	37	3	3

TABLE 34

RANKING OF ITEMS IN THE CONSUMER INFORMATION CATEGORY FOR SECONDARY STUDENTS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY SECONDARY TEACHERS

Rank	Item No.	Item: How would you rate the importance of meeting the following informational needs of Indian students in your school:	Per Cent Responding High	Medium	Low	No Response
1.5	63	Contracts	100	0	0	0
1.5	64	Consumer protection-Better Business Bureau	100	0	0	0
3.33	56	Credit, time payments, and interest rates	85	14	0	0
3.33	57	Insurance	85	14	0	0
3.33	60	Family and personal budget planning	85	0	14	0
6.5	58	Collateral and co-signing	70	28	0	0
6.5	62	Banking, saving, and checking account	70	28	0	0
8	61	The different kinds of taxation presently used	56	28	14	0
9	59	Investments	42	57	0	0
10	55	Mortgages	28	71	0	0

TABLE 35

RANKING OF ITEMS IN THE FAMILY LIFE INFORMATION CATEGORY FOR SECONDARY STUDENTS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY SECONDARY STUDENTS

Rank	Item No.	Item: How important do you feel that it is to have information available to you about the following topics:	Per Cent Responding High	Medium	Low	No Response
1	25	Relations with family and friends	86	13	0	0
2	24	Child-parent relations	75	6	0	10
3	22	Problems and concerns of teenagers	71	20	3	3
4.33	27	Death in the family	68	17	13	0
4.33	26	Problems of the aged	68	17	6	6
4.33	20	How to care for a baby	68	13	6	10
7.5	21	How boys and girls become men and women	61	24	3	10
7.5	23	Marriage-beginning a family	61	20	6	10
9	19	The birth of children	58	27	9	3

TABLE 36

RANKING OF ITEMS IN THE FAMILY LIFE INFORMATION CATEGORY FOR THE SECONDARY STUDENTS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY SECONDARY TEACHERS

Rank	Item No.	Item How would you rate the importance of meeting the following informational needs of Indian students in your school:	Per Cent Responding High	Medium	Low	No Response
1	21	Pre-adolescence and adolescence of boys and girls	85	0	14	0
2.33	20	Infancy and early childhood	70	28	0	0
2.33	22	Peer-group relations	70	28	0	0
2.33	18	Family planning-birth control	70	0	14	14
5.25	23	Child-parent relations	56	42	0	0
5.25	19	Birth process	56	28	14	0
5.25	26	Respect and understanding of the aged and death	56	28	14	0
5.25	24	Marriage and the process of establishing a home	56	14	28	0
9	25	Middle age adjustment	42	42	14	0

Obviously, secondary students are more concerned with their immediate family relations than with global concerns of growth and development.

The ranking of items by secondary teachers in the category of family life by average weighted response is presented in Table 36.

The item which received the highest ranking is pre-adolescence and adolescence of boys and girls, with 85 per cent of the teachers ranking it a high priority item. Infancy and early childhood, peer group relations and family planning - birth control all received 70 per cent high interest responses.

Items which received the lowest per cent of high responses are middle age adjustment and marriage and the process of establishing a home.

There were some major differences of perceptions among students and teachers in the Rough Rock Secondary School. Students were much more concerned about getting information pertaining to items directly related to people in their immediate family and social circles, while teachers were more concerned with informational needs directed at the social group outside the family.

CONTEMPORARY EVENTS

Table 37 presents the ranking by secondary students in the Rough Rock community to the items in the contemporary events category.

The items which received the highest rankings were new or current government Indian policies followed by state and national news, with 75 per cent and 64 per cent of the students, respectively, marking them of high priority . The item pertaining to weather ranked lowest, with only 30 per cent of the students naming it as a high level informational need.

TABLE 37

RANKING OF ITEMS IN THE CONTEMPORARY EVENTS INFORMATION CATEGORY FOR THE SECONDARY STUDENTS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY SECONDARY STUDENTS

Rank	Item No.	Item How important do you feel that it is to have information available to you about the following topics:	Per Cent Responding			
			High	Medium	Low	No Response
1	90	New or current government Indian policies	75	3	0	20
2	93	State and national news	64	17	0	17
3.5	94	Current sports or recreational activities	61	20	3	13
3.5	97	National Indian events and issues	61	17	0	20
5	91	International events and issues	57	37	3	0
6.5	92	Current business, market, and economic news	51	34	6	6
6.5	95	Local-personal-social events	51	27	6	13
8	96	Weather	30	44	9	13

The ranking of items by secondary teachers in the categorical topic of contemporary events is described in Table 38.

The items which scored the highest ranking, with 100 per cent of the teachers giving them high ratings, are new and current government Indian policies; local, personal, and social events; and national Indian events and issues.

Both students and teachers ranked new and current government Indian policies as the number one item of informational need. After this initial agreement, teachers were more concerned over news reflecting Indians, while students were more concerned about state, national, and sports news.

TABLE 38

RANKING OF ITEMS IN THE CONTEMPORARY EVENTS INFORMATION CATEGORY FOR THE SECONDARY STUDENTS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY SECONDARY TEACHERS

Rank	Item No.	Item: Rate the following informational areas dealing with contemporary events in terms of their importance for your students:	Per Cent Responding High	Medium	Low	No Response
1.33	99	New and current governmental Indian policies	100	0	0	0
1.33	104	Local, personal, and social events	100	0	0	0
1.33	106	National Indian events and issues	100	0	0	0
4	103	Current sport and recreational activities	85	0	14	0
5.5	105	Weather	71	28	0	0
5.5	102	State and national news	71	14	0	14
7	100	International events and issues	70	28	0	0
8	101	Current business, market and economic news	56	42	0	0

HEALTH AND SAFETY

The rankings of secondary students for the category health and safety are presented in Table 39.

The items which received the highest ranking by students were communicable disease and health problems; safety with fire, guns, water, and machines; and effects of smoking, alcohol, and drugs.

The items which received the lowest ranking were diet and nutrition, venereal disease, and safety at home and first-aid.

TABLE 39

RANKING OF ITEMS IN THE HEALTH AND SAFETY INFORMATION CATEGORY FOR THE SECONDARY STUDENTS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY SECONDARY STUDENTS

Rank	Item No.	Item: How important do you feel that it is to have information available to you about the following topics:	Per Cent Responding			
			High	Medium	Low	No Response
1	84	Communicable disease and health problems	68	13	9	6
2.5	86	Safety with fire, guns, water, and machines	61	17	6	13
2.5	81	Effects of smoking, alcohol, and drugs	61	13	19	3
4	83	Eye and dental care	57	17	13	10
5	80	Sanitation	55	20	13	10
6.5	82	Venereal disease	54	24	12	6
6.5	85	Safety at home and first aid	54	24	6	13
8	79	Diet and nutrition	47	27	17	6

The items which received the highest ranking by teachers were eye care and the effects of alcohol, tobacco, and drugs. Both items received a high interest rating of 85 per cent while personal health and hygiene ranked third at 84 per cent. The rankings by the secondary teachers of the items in the health and safety information needs category are presented on Table 40.

TABLE 40

RANKING OF ITEMS IN THE HEALTH AND SAFETY INFORMATION CATEGORY FOR THE SECONDARY STUDENTS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY SECONDARY TEACHERS

Rank	Item No.	Item: Rate the following areas of health and safety information as to their importance for your students:	Per Cent Responding High	Medium	Low	No Response
1.5	87	Eye care	85	14	0	0
1.5	88	Effects of alcohol, tobacco, and drugs	85	0	14	0
3.0	85	Personal health and hygiene	84	14	0	0
4.5	86	Dental hygiene	71	28	0	0
4.5	94	Safety with fire, guns, water and machines	71	28	0	0
6.33	92	Mental health	70	28	0	0
6.33	89	Communicable diseases	70	14	14	0
6.33	95	All agencies concerned with health and safety	70	14	14	0
9.5	91	Sanitation	56	28	14	0
9.5	90	Venereal disease	56	14	14	14
11.5	93	Safety at home	42	57	0	0
11.5	84	Individual grooming and appearance	42	42	14	0

Of the three highest ranked items for students and teachers, only the item pertaining to the effects of smoking, alcohol, and drugs was agreed by both groups to be of high importance. Students were more concerned with communicable diseases and safety with fire, guns, water and machines, while these items were ranked in the middle range by teachers. Both groups were similar in their perceptions of needs for information concerning venereal disease and safety at home, placing both items at the bottom of their priorities.

RECREATION

The ranking by secondary students in the Rough Rock Community of the items in the recreation category is found in Table 41.

TABLE 41

RANKING OF ITEMS IN THE RECREATIONAL INFORMATION CATEGORY FOR THE SECONDARY STUDENTS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY SECONDARY STUDENTS

Rank	Item No.	Item: How important do you feel that it is to have information available to you about the following topics:	Per Cent Responding High	Medium	Low	No Response
1	88	Spectator-type activities	62	20	10	6
2	87	Individual participation type activities	62	17	9	10
3	89	Family participation-type activities	47	24	10	17

The recreational item which received the highest rank was spectator type activities, while the item which scored second was individual participation-type activities. The item receiving the lowest rank was family participation-type activities.

Secondary teachers' responses to the category on recreational information are listed in Table 42.

The item which ranked first was spectator-type activities, while the category which received the second rank was individual participation-type activities. The item receiving the lowest rank was family participation-type activities.

This is the one category in which both secondary students and their teachers rank all items identical, thus reflecting similar perceptions in this informational need area.

TABLE 42

RANKING OF ITEMS IN THE RECREATIONAL INFORMATION CATEGORY FOR SECONDARY STUDENTS IN THE ROUGH ROCK COMMUNITY AS PERCEIVED BY SECONDARY TEACHERS

Rank	Item No.	Item Rate the following informational areas dealing with recreation in terms of their importance to your students:	Per Cent Responding High	Medium	Low	No Response
1	97	Spectator-type activities	71	28	0	0
2	96	Individual participation-type activities	70	28	0	0
3	98	Family participation-type activities	56	28	14	0

TABLE 43

RANKING OF ITEMS IN THE PROFESSIONAL INFORMATION CATEGORY BY SECONDARY TEACHERS IN THE ROUGH ROCK COMMUNITY

Rank	Item No.	Item How do you rate the importance of additional information in the following areas related to teaching:	Per Cent Responding High	Medium	Low	No Response
1.5	78	Human relations activities	85	14	0	0
1.5	81	Educational field trips	85	14	0	0
3	83	Educational innovation	84	14	0	0
4	79	In-service training	71	28	0	0
5.5	80	Professional journals	42	42	14	0
5.5	82	Professional organizations	42	14	42	0

PROFESSIONAL INFORMATION

The secondary teachers' responses to the items concerning professional information are presented in Table 43. Three items are of approximately equal concern for the secondary teachers: human relations activities, field trips, and innovation. Both items concerned with professional journals and organizations received 42 per cent high response, ranking them tied for least concern. As with the elementary teachers, secondary teachers rate important those items having direct application to their teacher in the Rough Rock community.

ADULT INFORMATION NEEDS

The procedures described in Chapter II were utilized in processing and analyzing the data collected using the adult interview schedule. The various categories of information were placed in rank order based on the average weighted response. The results of this initial step are reported below:

Rank	Category	Average Weighted Response *
1	Legal and Civil Rights	4.977
2	American Indian Culture	4.267
3	Service Agencies	4.253
4	Occupational and Vocational	4.250
5	General Education	4.077
6	Family Life	4.005
7	Health and Safety	3.953
8	Contemporary Events	3.932
9	Consumer Information	3.887
10	American Indians in Urban Society	3.757
11	Recreational	3.611

*Based on a 5-point scale.

It should be noted that this rank order is based on average total responses and that the respondents themselves were not asked to rank the categories. In many instances, the differences between the categories are not significant because the respondents tended to consider all categories of high importance. A discussion of the relative importance assigned to items within each category is presented in the following sections.

LEGAL AND CIVIL RIGHTS

The data in Table 44 summarize the adult responses to items in the legal and civil rights category. The items are ranked in order on a per cent basis of the combined high importance and very high importance responses.

Three of the items received high importance responses from 75 per cent or more of the respondents. The priority concerns related to land claims, treaties, and the tribal constitution. The second high grouping contained six questions relating to city and county jurisdiction, legal rights of Indians under the law, and acquiring more knowledge about legal proceedings, court functions and equal employment considerations. The area rated as being of lowest importance related to state constitutions, legislative bills affecting Indians, knowledge of the types of crimes and their penalties, and family information about the Code of Federal Regulations, Title 25 Indians.

These data indicate that the adults in the Rough Rock community are greatly concerned about many aspects of their legal and civil rights and that a library-information system operating in the Rough Rock community should give high priority to meeting this need.

AMERICAN INDIAN CULTURE

Table 45 summarizes the responses within the American Indian culture category. The responses indicate that the adults in the Rough Rock community consider cultural aspects of life extremely important. The major areas of interest dealt with medicine, dances and music, tribal history, and arts and crafts. Each of these areas received over 85 per cent high

TABLE 44

RANKING OF ITEMS IN THE LEGAL AND CIVIL RIGHTS INFORMATION CATEGORY FROM THE ADULT INTERVIEW SCHEDULE IN THE ROUGH ROCK COMMUNITY

Rank	Item No.	Item How important would it be to you and this community to have access to the legal and civil rights topics listed below:	Per Cent Responding High	Medium	Low	No Response
1	63	Legality of land claims	82	6	9	0
2	56	Treaties made by your tribe with the U.S. government	79	9	9	0
3	54	Your tribe's constitution	75	3	12	6
4.25	55	Laws dealing with city and county jurisdiction	72	16	9	0
4.25	57	Legal rights of Indians under the Civil Rights Act of 1965	72	13	12	0
4.25	60	Information about access to legal counsel, legal proceedings, and what the costs might be	72	13	12	0
4.25	52	U.S. Constitution	72	9	16	0
8.5	62	Organization of courts and their functions	68	19	9	0
8.5	64	Equal employment opportunities of individuals	68	13	15	0
10.5	53	State Constitution	62	13	19	3
10.5	58	Information about bills passed by Congress that affect Indians	62	23	12	0
12	61	Categories of the different types of crimes and the penalties that can be imposed on them	59	23	15	0
13	59	Information about the Code of Federal Regulations, Title 25	55	16	22	3

responses. The second group priority within the culture category included information about noted Indian leaders, foods, legends and stories, religion, and tribal control under the United States. Those items which were rated as being of less concern included problems between Indians and non-Indians, tribal events, customs, social groups, languages, dress and traditional friends or enemies of their specific tribe.

TABLE 45

RANKING OF THE ITEMS IN THE AMERICAN INDIAN CULTURE INFORMATION CATEGORY FROM THE ADULT INTERVIEW SCHEDULE IN THE ROUGH ROCK COMMUNITY

Rank	Item No.	Item: How would you rate the importance of having access to the following information about American Indian culture for yourself and this community:	Per Cent Responding			
			High	Medium	Low	No Response
1	9	Types of medicine used by American Indian tribes	89	6	3	0
2	12	Descriptions of the dances of American Indian tribes	88	3	6	0
3.50	7	Your tribe's history under the control of the tribal government	86	9	3	0
3.50	13	Music of American Indian tribes, including your own	86	6	6	0
5.50	2	Origin of your tribe	85	13	0	0
5.50	8	Arts and crafts of American Indian tribes	85	9	3	0
7.50	1	Noted leaders of American Indians, past and present	82	13	3	0
7.50	3	The different geographical areas your tribe has lived	82	9	6	0
9	14	Food dishes of American Indian tribes	79	13	3	3
10.50	10	Legends and stories of American Indian tribes	78	13	6	0
10.50	11	Philosophies of religions among American Indian tribes	78	9	9	0
12	6	Your tribe's history under the control of the U.S. Government	75	19	3	0
13.25	5	Problems that developed between American Indians and non-Indians and the reasons	72	13	12	0
13.25	16	Important tribal events and customs	72	13	13	0
13.25	17	Social and honorary groups of American Indian tribes	72	16	6	3
13.25	18	Language of American Indian tribes	72	9	9	6
17	15	Types of dress among American Indian tribes	66	19	9	3
18	4	Tribes that were considered to be friends or enemies	56	36	6	0

The high priority responses were about 85 per cent in six categories and as such indicate that any contribution that library-information services can make in this area will be relevant and merits high priority.

SERVICE AGENCY INFORMATION

Indian communities are dependent upon governmental agencies to a large extent for a variety of services. This dependency has emerged as a part of the special relationship between Indian people and the federal government.

The data in Table 46 indicate that Indian adults place a high importance on information about service agencies. While all items in the category received a relatively high importance response, those which relate directly to services encountered in the adults' daily lives tend to rate at the top of the list.

Information on the Bureau of Indian Affairs, Department of Labor and Interior, and the Small Business Administration was included in the second priority classification. The lowest areas of informational need included the Department of Agriculture and state and land agencies. Each item within this category received over 62 per cent high responses.

OCCUPATIONAL AND VOCATIONAL INFORMATION

The adults consider the need for occupational and vocational information as being of relatively high priority. This category ranked fourth, just a slight degree less than the third ranked service agencies category.

The data in Table 47 indicate that adults in the Rough Rock community want information about job availability primarily on the reservation. All items received a high importance response from over 79 per cent of the

TABLE 46

RANKING OF ITEMS IN THE SERVICE AGENCIES INFORMATION CATEGORY FROM THE ADULT INTERVIEW SCHEDULE IN THE ROUGH ROCK COMMUNITY

Rank	Item No.	Item How important would the following information areas about service agencies be to your community:	Per Cent Responding High	Medium	Low	No Response
1	43	Office of Economic Opportunity	86	6	6	0
2	41	Public health service	82	9	6	0
3.5	44	Housing and urban development	79	9	6	3
3.5	51	Tribal agencies	79	13	6	0
5	46	Department of Health, Education, and Welfare	78	9	9	0
6	42	Bureau of Indian Affairs	75	23	0	0
7.3	47	Department of Labor	72	23	3	0
7.3	48	Department of Interior	72	16	9	0
7.3	45	Small Business Administration	72	19	6	0
10	49	Department of Agriculture	65	23	6	3
11	50	State and local agencies	62	29	3	3

TABLE 47

RANKING OF ITEMS IN THE OCCUPATIONAL AND VOCATIONAL INFORMATION CATEGORY FROM THE ADULT INTERVIEW SCHEDULE IN THE ROUGH ROCK COMMUNITY

Rank	Item No.	Item Indicate the degree of importance the following types of occupational and vocational information would have on your life or this community if access to them were possible:	Per Cent Responding High	Medium	Low	No Response
1	66	Current information about job availability on this reservation and entry requirements	88	6	3	0
2	67	Availability of training opportunities to prepare one for employment	86	6	6	0
3	65	Descriptions of all existing jobs on this reservation and their entry requirements	79	19	0	0
4	68	Information about every employment opportunity in this state and nation	62	23	12	0

adults except information about employment opportunities in the state and nation. This type of response truly reflects the desire for locally-concentrated employment. At the time of the survey, 13 per cent of the adult respondents indicated they were unemployed. Any contribution that library-information services can make in this area will be relevant and merits perusal.

GENERAL EDUCATION

The data in Table 48 summarize the adult responses by per cent relative to their need for information about various items within the realm of general education.

In the high priority group, adults ranked the following categories: business education, mathematics, in-service training, Indian studies programs, driver education, language arts, guidance and counseling services, and educational field trips. The high per cent of responses in the business and math areas indicate a desire for more knowledge in economic situations where computational skills are used. The high percentage of adults indicating a need for information about in-service training reflects the desire for a competent staff to work with their children. The desire for retention of native culture is evident by the high response to the need for Indian studies programs. The need for improved transportation is reflected in the 79 per cent high response for information about driver education. The desire for more information about language arts, guidance and counseling, and educational field trips indicates a concern for maintaining the true bilingual nature of students coupled with desire for a guiding hand.

TABLE 48

RANKING OF ITEMS IN THE GENERAL EDUCATION
CATEGORY FROM THE ADULT INTERVIEW SCHEDULE IN THE ROUGH ROCK COMMUNITY

Rank	Item No.	Item Rate the following information items of general education as to their importance to you and this community:	Per Cent Responding High	Medium	Low	No Response
1.25	83	Business education	82	9	6	0
1.25	84	Mathematics	82	9	3	0
1.25	97	In-service training	82	13	3	0
4.25	99	Indian studies programs	82	9	3	3
5.00	81	Driver education	79	16	3	0
6.30	87	Language arts	75	9	3	9
6.30	95	Guidance and counseling services	75	13	6	3
6.30	96	Education field trips	75	16	3	3
9.20	85	Natural sciences	72	19	3	3
9.20	86	Social sciences	72	23	3	0
9.20	93	Speech	72	3	12	9
9.20	98	Tutoring services	72	19	6	0
9.20	100	Audio-visual	72	13	3	9
14.00	82	Industrial arts	68	13	16	0
15.00	88	Physical education	66	16	9	6
16.50	80	Home economics	65	29	3	0
16.50	91	Art	65	19	9	3
18.00	101	Sociology	59	29	6	3
19.50	90	Music	49	29	12	6
19.50	92	Drama	49	26	15	6
20.50	89	Foreign language	42	29	18	6
20.50	94	Dance	42	26	22	6

The second priority of items, according to the per cent of responses indicating interest, included five areas of equal importance: natural sciences, social sciences, speech, tutorial services, and audio-visual. These items received 72 per cent high responses. Industrial arts, physical education, home economics, and art were also closely ranked within this second grouping.

Those items of lowest interest included sociology, music, drama, foreign language, and dance. The low rating in this area may be due to a feeling that these concepts, for the most part, are integrated within their traditional life styles and there is no immediate need for them.

FAMILY LIFE

The Rough Rock adults rated information about family life of medium importance. The data in Table 49 indicate that information about child-parent relations received 82 per cent high importance responses, while family planning, pre-adolescence periods of boys and girls, and marriage received 79 per cent high importance ratings. The remainder of the items scored in the high 60 percentiles with the exception of information concerning aging and death and middle-age adjustments.

TABLE 49

RANKING OF ITEMS IN THE FAMILY LIFE INFORMATION CATEGORY FROM THE ADULT INTERVIEW SCHEDULE IN THE ROUGH ROCK COMMUNITY

Rank	Item No.	Item How would you rate the following areas of family life information as to their importance to you or to this community:	Per Cent Responding High	Medium	Low	No Response
1.0	27	Child-parent relations	82	6	9	0
2.3	19	Family planning	79	13	6	0
2.3	23	Pre-adolescence of boys and girls	79	13	6	0
2.3	28	Marriage and the process of establishing a home	79	13	6	0
5.5	22	Early childhood information	72	9	15	0
5.5	24	Information concerning puberty	72	9	15	0
7.0	20	The birth process	69	19	6	3
8.5	21	Information concerning infancy	68	23	6	0
8.5	25	Adolescence of boys and girls	68	16	12	0
10.0	26	Peer-group relations	62	23	9	3
11.0	30	Aging and death	56	16	25	0
12.0	29	Middle-age adjustments and its effects	46	6	42	3

HEALTH AND SAFETY

A summary of Rough Rock adult responses to the health and safety category ranked seventh on the scale of average weighted responses. The data in Table 50 indicate that information about effects of alcohol and drugs and narcotics received the highest per cent ratings of 85 and 82 per cent, respectively. Information concerning individual grooming and appearance and communicable diseases scored next high with a rating of 75 per cent. All other categories, with the exception of mental health, sanitation, and health agencies, scored in the middle and high 60 per cent range. Information concerning mental health, sanitation and health agencies scored 52, 46, and 42 per cent, respectively. The adults of Rough Rock appear relatively unconcerned about sanitation and health agencies.

TABLE 50

RANKING OF ITEMS IN THE HEALTH AND SAFETY INFORMATION CATEGORY FROM THE ADULT INTERVIEW SCHEDULE IN THE ROUGH ROCK COMMUNITY

Rank	Item No.	Item Rate the following areas of health and safety information as to their importance to you and your community:	Per Cent Responding			
			High	Medium	Low	No Response
1.0	105	Effects of alcohol on the human body	85	0	12	0
2.0	106	Drug and narcotic information	82	0	9	6
3.5	102	Individual grooming and appearance	75	16	3	3
3.5	107	Communicable diseases, symptoms, and possible effects	75	13	9	0
5.0	108	Venereal disease	72	9	15	0
6.5	111	Home safety	69	19	6	3
6.5	113	Fire safety	69	13	9	6
8.5	103	Proper diet and nutrition	66	16	16	0
8.5	114	Water safety	66	13	16	3
10.5	110	First aid	65	19	9	3
10.5	112	Fire arm safety	65	16	6	9
12.0	109	Mental health	52	0	39	6
13.0	104	Sanitation information	46	16	36	0
14.0	115	Agencies for health and safety	42	19	29	6

CONTEMPORARY EVENTS

Also rated as being of medium importance by the adults of Rough Rock is information about contemporary events. Table 51 includes data which indicate that information about government policies that directly affect the individual and new or current government Indian policies received ratings of 78 and 76 per cent, respectively. Information about current sports or recreational activities received the next high ratings with 68 per cent of adults giving this high ranking. Information concerning all other categories received average responses.

TABLE 51

RANKING OF ITEMS IN THE CONTEMPORARY EVENTS INFORMATION CATEGORY FROM THE ADULT INTERVIEW SCHEDULE IN THE ROUGH ROCK COMMUNITY

Rate	Item No.	Item How important is information about contemporary events to you and your community:	Per Cent Responding High	Medium	Low	No Response
		Item				
1.0	122	Government policies that directly affect you as an individual	78	6	6	6
2.0	119	New or current government Indian policies	76	9	9	3
3.0	123	Current sports or recreational activity	68	16	6	6
4.5	126	Current research studies that have some aspect of Indian life as the subject	62	16	6	13
4.5	127	Current Indian-controlled organizations and their objectives	62	19	12	3
6.0	125	Weather	59	19	9	9
7.0	120	Current military developments in the world	58	26	6	6
8.0	121	Current business, market, and economic news	52	26	15	3
9.0	124	Local-personal-social events	49	26	15	6

CONSUMER INFORMATION

The Rough Rock adults rate information about consumers as being only slightly important. The data in Table 52 indicate that information about credit and time payments, collateral, co-signing loans, and family budgets are of the highest interest to them. Credit and time payments were ranked as being of high interest by 82 per cent of the adults responding, while 72 per cent ranked the next three areas as being of high importance. Information regarding mortgages is ranked of least importance.

TABLE 52

RANKING OF ITEMS IN THE CONSUMER INFORMATION CATEGORY FROM THE ADULT INTERVIEW SCHEDULE IN THE ROUGH ROCK COMMUNITY

		Item	Per Cent Responding			
Rank	Item No.	Which of the following consumer information areas would be beneficial to have access to for you and this community:	High	Medium	Low	No Response
1.0	74	Credit and time payments	82	6	9	0
2.3	75	What collateral means and how it can be used	72	9	15	0
2.3	76	Co-signing loans and what they mean to the consumer	72	16	9	0
2.3	77	Preparing family budgets	72	13	12	0
5.0	79	Different kinds of taxation presently used	69	13	16	0
6.5	72	Kinds of insurance protection that can be purchased	68	13	15	0
6.5	78	Investment of money	68	13	16	0
8.0	71	Information about the way interest rates are figured	65	9	22	0
9.0	69	Current prices of consumer goods and what they mean	62	19	12	3
10.0	73	Better Business Bureau and how it can protect the consumer	59	23	16	0
11.0	70	How mortgages are made and what is involved	49	23	26	0

THE AMERICAN INDIAN IN URBAN SOCIETY

A summary of adult responses to the American Indian in urban society category received the tenth ranking on the average weighted response scale. The information from this category is presented in Table 53.

These data indicate that all information involved received a percentage rating of 72 per cent and below, with information about urban educational opportunities being high and information about cities that contain the greatest concentration of American Indian people being low with a 39 per cent rating. It appears that the adults of Rough Rock are more concerned about affairs at Rough Rock or on the reservation than with the affairs of urban Indians.

RECREATIONAL INFORMATION

The Rough Rock adults considered information about recreation to be of least importance. The information in the recreation category can be found in Table 54. These data indicate that all items concerned received a rating of 55 or 52 per cent. Information about spectator-type activities was high with 55 per cent. Information about family and individual participation-type activities was low with a 52 per cent rating. It appears that the adults of Rough Rock have only a moderate interest in recreational information.

TABLE 53

RANKING OF ITEMS IN THE AMERICAN INDIAN IN URBAN SOCIETY INFORMATION CATEGORY FROM THE ADULT INTERVIEW SCHEDULE IN THE ROUGH ROCK COMMUNITY

Rank	Item No.	Item How important do you feel the following items about urban society would be to you and this community:	Per Cent Responding High	Medium	Low	No Response
1.0	37	Urban educational opportunities that can improve quality of living conditions	72	23	3	0
2.0	38	How and where medical help can be obtained in urban areas	65	16	6	0
3.0	36	Social agencies designed to assist Indian people in urban areas	62	16	16	3
4.5	39	Locations of and services available from American Indian centers and interest groups	59	29	6	3
4.5	33	Quality of life urban Indians live	59	19	19	0
6.0	40	Governmental and political structures of cities	58	26	12	0
7.5	34	Housing availability and conditions in urban areas	55	23	19	0
7.5	35	Employment in urban areas	55	23	16	3
9.0	31	History of Indian urban movement	45	39	12	0
10.0	32	Cities that contain the greatest concentrations of American Indian people	39	26	32	0

TABLE 54

RANKING OF ITEMS IN THE RECREATIONAL INFORMATION CATEGORY FROM THE ADULT INTERVIEW SCHEDULE IN THE ROUGH ROCK COMMUNITY

Rank	Item No.	Item Rate the following information areas dealing with recreation in terms of the importance they would be to you and this community:	Per Cent Responding High	Medium	Low	No Response
1.0	117	Spectator-type activities	55	19	18	3
2.5	116	Individual participation-type activities	52	23	16	6
2.5	118	Family participation-type activities	52	23	15	6

EXISTING LIBRARY FACILITIES

This section presents the study component dealing with existing library services in the Rough Rock community in terms of plant facilities, materials, staffing, access, and utilization. The research team visited and inventoried the Rough Rock Demonstration School library which is available to students and/or adults to gather these data.

Additional information was gathered from the student and adult questionnaires concerning the availability of media in the home, information about consumer habits, library access, and library utilization. The results of these data are presented in the section dealing with responses to questionnaires and interviews.

LIBRARY INVENTORY RESULTS

The results of the library inventory activities are summarized in the following lists which provide the data available on plant facilities, printed materials, equipment, staff, and budget. The information presented in these lists is in no way intended as an evaluation of the Rough Rock Demonstration School library facility, but rather as a basis for the future development of an effective demonstration center for library services.

I. Physical Plant Facilities

   A. Date of construction - 1966

   B. Construction - concrete block and brick

   C. Heating system - steam heat

   D. Ventilation system - none, open air

E. Lighting system - electrical fluorescent tubular

F. Card catalogues - three 24" x 12" files

G. Total library space - 1,734 square feet

H. Small group rooms - two, 120 and 180 square feet

I. Individual learning areas - 156 square feet

J. Equipment and storage areas - 144 square feet

K. Administrative area - 180 square feet

L. Media production area - 375 square feet

M. Conference room - 54 square feet

N. Dark rooms - 300 square feet

O. Book display areas - 323 square feet

II. Staffing

A. Governing agency - Diné Incorporated

B. Staff positions - three: 1 librarian*, 2 aides

C. Level of training - High school diplomas

D. Ethnic background - all Navajo employees

E. Staff average age - 20 years

F. Average weekly hours of work - 40 hours

* The librarian position was not filled at the time of visitation. Information related to this position not included in all other elements.

III. Service

A. Access to library in days - 5 days a week

B. Access to library in hours/day - 12 hours

C. Population served - 400 students, 100 adults

D. Percentage of use by elementary grades K-5 - 30 per cent

E. Percentage of use by secondary grades 6-10 - 55 per cent

F. Percentage of use by young adults ages 18-20 - 8 per cent

G. Percentage of use by middle aged adults 31-50 - 6 per cent

H. Percentage of use by elderly adults over 50 - 1 per cent

I. Circulation rate last year - unknown

J. Services provided to community - Adult Basic Education

K. Services provided special groups - 4-H, teachers

L. Services rendered to elementary pupils - special events, plays, drama, movies, slides and filmstrips, story telling, record listening, tutorial services, basic exploratory research

M. Services rendered to junior and senior high students - similar to elementary but including Navajo curriculum consultants, forum speakers

IV. Print Materials

A. Total number of titles - estimated at 2,000

B. Number of books on American Indians - estimated at 500

C. Nonfiction books on American Indians - estimated at 100

D. Fiction books on American Indians - estimated at 400

E. Number of books by American Indian authors - estimated at 25

F. Number of books on the Navajo language - 3

G. Number of encyclopedias - 6 sets

H. Number of dictionaries - 12

I. Reader's guides - 9

J. Almanacs - 4

K. Atlases - 2

L. Maps - 10

- M. Globes - 2
- N. Art prints - 20
- O. Pictures - 8
- P. Magazine titles - 10
- Q. Newspaper titles - 4
- R. Pamphlets - 5
- S. Periodicals and journals - 7

V. Non-print Materials

- A. Filmstrips - 33 (none on American Indians)
- B. Films - 1 (others available from Arizona State University and BIA)
- C. Tape recordings - 65 (30 on American Indians)
- D. Video tapes - 61 (40 on American Indians)

VI. Equipment

- A. 16 MM projectors - 3
- B. 8 MM projectors - 0
- C. 2 x 2 slide projectors - 3
- D. Filmstrip projectors - 3
- E. Sound filmstrip projectors - 3
- F. 10 x 10 overhead projectors - 3
- G. Opaque projector - 1
- H. Filmstrip viewers - 3
- I. 2 x 2 slide viewers - 2
- J. TV receiver - 5
- K. Micro projector - 0

L. Record players - 10

M. Audio tape recorders - 3

N. Listening stations - 0

O. Projection charts - 2

P. Projection screens - 2

Q. Closed circuit TV - 3

R. Radio receivers (AM-FM) - 0

S. Copy machines - 5

T. Duplicating machines - 4

U. Micro-reader - 0

V. Micro-reader-printer - 0

W. Portable video tape equipment - 1

X. Typewriters - 3

To conceptualize the Rough Rock library, one needs to envision the separate components and their effectiveness in meeting the informational needs of students, faculty, and the adult community.

The facilities, generally speaking, are situated so as to pose access complications for the high school students and even more so for the adult populace. The facility is relatively new with little need for maintenance. The space available is quite restrictive when considering the total service populace. This fact is attested to by the interior design,which has been temporarily restructured to meet the needs of students in small-group settings.

Attempts at maximizing the utilization potential of all available equipment have been relatively successful. There is a need for more space for maintenance and storage as well as for additional equipment. The utilization of one central station for equipment is complicated because of the required service for two separate school plants.

The present staffing for the library has not been stabilized since the head librarian position was not filled at the time of visitation. This was due to complications in recruitment which could not be avoided. The staff, in general, should definitely have the opportunity for in-service and other training methods to insure maximum functionality.

The services extended to the populace of the school and community are unique with respect to the bilingual needs involved. This conceptual approach coupled with a concentration of Indian-related materials could be expanded. The remaining services are what one would generally find in most libraries in an educational setting. The materials and related instructional aids could be expanded considerably so as to meet the needs and desires of the entire populace served.

In summation, one could say that the uniqueness of the Rough Rock library lies in its isolation coupled with the bilingual constraints imposed by the service populace. Services extended are confined to the economics of school finance under the school's unique status where yearly negotiations for operation are entered into with the Bureau of Indian Affairs. The current expenditures for library-related expenses are estimated at $6,500. Four thousand dollars of this amount comes from a special grant under Title VII of E.S.E.A. for Bilingual Programs. The balance of $2,500 is derived from the negotiated BIA contract.

RESPONSES TO QUESTIONNAIRE CATEGORIES DEALING WITH MEDIA ACCESS, INFORMATION CONSUMER HABITS, AND LIBRARY ACCESS

The elementary questionnaire contained two categories in this area; items 49 through 55 dealt with the availability of media in the home and items 56 through 60 dealt with library use. The data in Table 55 indicate that approximately 81 per cent of the elementary pupils surveyed have access to magazines, books, newspapers, record players, tape recorders, televisions and radios in their homes. The range was from 53 per cent having access to a television to a high of 97 per cent having a radio in their homes. The low percentage of those indicating that they had televisions is probably due to the lack of electricity. Newspapers and magazines were ranked somewhat lower in availability than were other media forms. This may be due to logistical conditions imposed by the terrain of this semi-isolated area.

Table 56 presents responses of elementary pupils with respect to library use. The table suggests that the majority of pupils enjoy using the library and read many books on their own. The data further indicate that a little over half of the elementary respondents are taken by their teachers to the library. This seems to indicate that there is individual pupil initiative to use the library. The pupils generally indicated that operational restrictions of the library do not curtail usage of the library.

The heavy usage of radios, record players, and tape recorders seemingly is contradictory to the number of homes served by electricity. Two possible reasons for this are that these items may be battery-operated or that the students misinterpreted the questionnaire and recognized the dormitories as being their home away from home.

TABLE 55

TABULATION OF ELEMENTARY PUPIL RESPONSES TO ITEMS DEALING WITH ACCESS TO MEDIA IN THE HOME

		Per Cent Responding		
Item No.	Item	Yes	No	No Response
55	Radio	97	2	1
50	Books	93	5	2
52	Record player	84	14	2
53	Tape recorder	83	15	2
51	Newspapers	78	21	1
49	Magazines	77	22	1
54	Television	53	44	3

TABLE 56

TABULATION OF ELEMENTARY PUPIL RESPONSES TO ITEMS DEALING WITH LIBRARY USE

		Per Cent Responding			
Item No.	Item	Yes	Maybe	No	No Response
58	I enjoy using the library	65	29	3	3
59	I read many books from the library	63	20	13	4
56	I use the school library by myself	63	0	34	3
57	My teacher takes me to the school library	56	0	42	2
60	Library rules and book fines stop kids from using the library	46	34	19	1

The secondary student questionnaire at Rough Rock contained two categories in relation to media access, information consumer habits, and library access. Table 57 illustrates responses of the secondary students to library use questions. The responses seem to indicate that library rules and regulations and information regarding the need to know things about the library are considered the greatest impediments in their perceptions. The second greatest concern of the student population was library hours and the lack of personal interest items. The areas of least concern were the amount of Indian-related materials and transportation problems to the library. These two could be the result of the heavy influence of Indian-related curriculum offerings and residency on the campus.

It appears that the students would like to have more direct access to the library for personal reading and other related endeavors which include materials pertinent to the interests and desires of the students. The secondary students seemed to be reluctant to comment about what library hours would be most convenient for them. The majority of students knew that bookmobile service was available yet seemed unsure of its schedule or accessibility.

Table 58 presents the results of the secondary student questionnaire items dealing with information access and utilization of media in the home. These data indicate that the availability and utilization of media in the home are relatively high. Books in the home were rated as the one item of highest usage. Tribal publications and weekly newspapers were rated as the second highest items used in the home. AM and FM radios, tape recorders, and televisions were rated about the same and rank as the third category

TABLE 57

TABULATION OF SECONDARY STUDENT RESPONSES TO ITEMS RELATING TO LIBRARY USAGE AT ROUGH ROCK, ARIZONA

Item No.	Item	Per Cent Responding Very Much	Much	Some	Little	Very Little	No Response
99	To what extent do the rules and regulations of the library, such as return dates, book fines, no smoking, checkout procedures or no talking prevent you from using library?	44	13	17	0	3	20
98	To what extent do you feel that existing library services meet your need to know things?	41	31	10	3	3	10
102	To what extent do the hours that the library is open discourage you from using it?	34	27	17	6	0	13
101	To what extent does the lack of other materials you have an interest in discourage you from using the library?	31	48	10	6	0	0
100	To what extent does the lack of Indian-related material discourage you from using the library?	20	58	10	0	3	0
103	To what extent do transportation problems make it difficult for you to use existing library facilities?	20	55	6	0	6	10

TABLE 57 (continued)

Item No.	Item	Per Cent Responding 5 times - over	3 times per Mo.	2 times per Mo.	Once per Mo.	There are none	No Response
104	How often do you have access to bookmobile services?	17	34	20	10	10	6

Item No.	Item	5 PM-10 PM weekends	5 PM-10 PM weekdays	8 AM-5 PM weekends	8 AM-5 PM weekdays	No Response
105	What library hours would be most convenient for your use?	-	31	3	6	31

TABLE 58

TABULATION OF SECONDARY STUDENT RESPONSES TO INFORMATION ACCESS ITEMS AT ROUGH ROCK

Item No.	If you have the following item in your home, how often do you use it?	Don't Have	1-5 hrs. per wk.	6-10 hrs. per wk.	11-15 hrs. per wk.	16 or more hrs.	No Response
110	Newspaper	17	3	24	24	20	10
114	Television	17	0	10	27	34	10
107	FM Radio	13	6	17	24	34	3
109	Tape Recorder	13	3	20	20	34	6
111	Magazines	13	13	10	24	20	17
112	Tribal Publications	13	10	17	13	37	6
106	AM Radio	6	10	17	17	34	13
108	Record Player	6	6	13	27	24	20
115	Weekly Newspapers	6	10	6	24	37	13
113	Books	3	20	10	17	41	6

of usage. Record players were rated as the fourth category of usage, while the least used items in the home were daily newspapers and magazines.

The high usage indication for books in the home, coupled with a small number indicating they did not have books, seems to indicate a liberal checkout system at the school or heavy usage of the bookmobile service by the community. The majority of reservation newspapers which are published by the tribe or other organizations incorporate news of the reservation proper as a major thrust, thus drawing a large Navajo public. Daily newspapers and magazines generally do not exhibit heavy Navajo news items and are inaccessible to a large degree.

The adult interview schedules included 20 items dealing with information consumer habits in the Rough Rock community. These items were divided into equal groups; Items 128 through 137 deal with the availability and utilization of various media in the home and items 138 through 147 deal with the availability and utilization of various media in the tribal chapter center.

A summary of responses to these items is provided in Tables 59 and 60. These data indicate that there is a higher per cent of media found in the home than in the chapter center for all items. In fact, adults responding indicated that 76 per cent and above did not have any of the ten media items available in the community center. There was a higher per cent of media available in homes, but even there 63 per cent did not have an FM radio, 46 per cent did not have a television, 43 per cent did not have a record player, and 56 per cent did not have a daily newspaper. These data would indicate that the adult population does not have an adequate access to media in either their homes or community and that these circumstances must be overcome if the adult population is to become well informed in many areas.

The data collected using the interview instruments provided additional information about library access, utilization, and patterns of information consumption. These areas will be discussed in terms of the items included in the instruments developed for each particular sub-population.

In the adult interview schedule, ten items sought information about access and utilization of existing library facilities and services. A summary of the responses to these items is provided in Table 61. The data in Table 61 indicate that existing library facilities and services do not meet the needs of many adults as suggested by the following figures. Thirty-five per cent said the library does little or very little in meeting needs to know things. Forty-eight per cent indicated prohibitive rules, 35 per cent cite a lack of Indian-oriented materials, 32 per cent cited an overall lack of all materials, 42 per cent cited inadequate hours the facility is open, 55 per cent cited transportation as a major difficulty, and 59 per cent cited distance from the library as a major problem.

In addition, 33 per cent of those responding indicated that there was no bookmobile service available or at least they did not know if this service was available. Fifty-two per cent indicated that they live over 3 miles from the nearest library. On the question relating to what library hours would be most convenient, 53 per cent would like the library open from 5:00 p.m. to 10:00 p.m. weekdays.

From the data generated by this segment of the interview schedule, it is obvious that existing library facilities are not meeting the requirements of a substantial number of the adult community.

TABLE 59

TABULATION OF ADULT RESPONSES TO ITEMS DESIGNED TO ASSESS THE AVAILABILITY AND UTILIZATION OF MEDIA IN THE HOMES IN THE ROUGH ROCK COMMUNITY

		Per Cent Responding				
Item No.	Item	Don't Have	1-5 hours per week	6-10 hours per week	11-15 hours per week	16 hours - over
128	AM radio	19	19	19	19	16
129	FM radio	63	9	9	9	3
130	Record player	43	19	13	13	6
131	Tape recorder	26	29	16	13	9
132	Daily newspaper	56	16	13	6	0
133	Magazines	36	36	16	3	3
134	Tribal publications	23	53	9	6	3
135	Books	26	39	16	6	9
136	Television	46	3	19	9	19
137	Weekly newspaper	33	39	9	3	6

TABLE 60

TABULATION AND UTILIZATION OF MEDIA AVAILABLE IN TRIBAL OR COMMUNITY CENTERS IN THE ROUGH ROCK COMMUNITY

			Per Cent Responding				
Item No.	Item	Don't Have	1-5 hours per week	6-10 hours per week	11-15 hours per week	16 hours - over	No Response
138	AM radio	79	6	0	9	0	3
139	FM radio	83	3	0	6	0	6
140	Record player	79	6	0	3	0	9
141	Tape recorder	83	6	0	3	0	6
142	Daily newspaper	79	3	0	3	0	13
143	Magazines	76	6	0	3	0	13
144	Tribal publications	76	6	3	0	3	9
145	Books	79	3	9	0	0	6
146	Television	79	3	3	3	3	6
147	Weekly newspaper	76	9	0	0	3	9

TABLE 61

TABULATION OF ADULT RESPONSES TO INTERVIEW ITEMS DEALING WITH LIBRARY ACCESS AND UTILIZATION IN THE ROUGH ROCK COMMUNITY

Item No.	Item	Per Cent Responding					
		Very Little	Little	Some	Much	Very Much	No Response
148	To what extent do you feel the existing library services meet your need to know things?	29	6	29	6	23	3
149	To what extent do the rules and regulations of the library, such as return dates, book fines, no smoking, checkout procedures or no talking prevent you from using the library?	29	19	26	9	13	0
150	To what extent does the lack of Indian-related material discourage you from using the library?	26	9	29	13	19	0
151	To what extent does the lack of other materials you have an interest in discourage you from using the library?	19	13	39	9	16	0
152	To what extent do the hours that the library is open discourage you from using it?	39	3	29	16	6	3
153	To what extent do transportation problems make it difficult for you to use existing library facilities?	46	6	33	6	6	0

Table 61 (continued)

Item No.	Item	Per Cent Responding Very Little	Little	Some	Much	Very Much	No Response
154	To what extent does distance cause you difficulty in using existing library facilities?	36	23	29	3	6	0
		There are none	Once per mo.	Twice per mo.	3 times per mo.	4 times or more	No Response
155	How often do you have access to bookmobile services?	33	46	6	6	3	3
		0 - 1 Mile	2 - 3 Miles	4 - 5 Miles	6 - 10 Miles	11 or More	No Response
156	How far is the nearest library from your home?	33	13	16	23	13	0
		8 a.m.- 5 p.m. weekdays	8 a.m.- 5 p.m. weekends	5 p.m.- 10 p.m. weekdays	5 p.m.- 10 p.m. weekends		No Response
157	What library hours would be most convenient for your use?	26	13	53	3		3

BILINGUALISM

The importance of the Navajo language to the students and adults of the Rough Rock community must be an important part of any library or informational system developed for this area. The data presented in Chapter II of this study concerning the personal characteristics of the sub-populations indicated that 84 per cent of the elementary pupils, 51 per cent of the secondary students, and 83 per cent of the adults could speak the Navajo language. The percentages of secondary students and adults indicating a reading knowledge of the Navajo language were 48 and 43 per cent, respectively. Thirty-seven per cent of the secondary students and 29 per cent of the adults have writing skills.

The Rough Rock Demonstration School has made the Navajo language an integral part of the learning and social aspects of the school community in order to strengthen the community's cultural awareness. This emphasis on the Navajo language has resulted in a far greater importance being placed on the use of the Navajo language, rather than English, in the social and learning situations of students and adults.

The Board of Education, administration, and teachers have become increasingly aware of the learning problems of children who come from homes where only Navajo is spoken and are placed within an English-based curriculum. This awareness has led to the extensive development of materials and pedagogy based on the Navajo language. It is assumed that this will help students to acquire the necessary learning skills and strengthen the cultural background of the residents of the community.

The development of educational programs and curriculum is beyond the scope of this study, but a library which will serve the Rough Rock community must have a major component devoted to the development, production, acquisition, and dissemination of Navajo language materials to assist in the development of the educational program, since many of these types of material are not now available.

CHAPTER IV

LIBRARY AND INFORMATION CENTER

The present chapter attempts to identify innovative delivery mechanisms and programs to meet the identified informational needs of the Rough Rock community. The presentation provides essential background information, administrative and organizational components of the proposed model, program elements with suggestions regarding materials and delivery systems, and suggestions for community relations. The model is projected for on-site implementation of a demonstration library and information center for the second phase of the National Indian Education Association (NIEA) Library Project.

BACKGROUND

The basic premise for the development of the Rough Rock library-information center is the concept of Indian involvement. This concept was central to the research design which focused on Indian researchers developing instruments which would assist Indian people in identifying informational needs pertinent to the reservation setting.

The translation of these needs into a functional library-informational center required the expertise of persons knowledgeable in the library-media field. The model presented in this chapter is a result of four days of interaction with the NIEA research staff and the library and media consultants.

This later involvement of the library and media consultants after the project had been initiated created particular conditions and constraints. Specifically, the consultants did not travel to obtain the knowledge that would have been provided from on-site observation. Such observation would have been desirable in making highly specific projections of a library model needed to accomplish the ultimate goal of the project, namely provision of materials and services to satisfy the informational needs of the Rough Rock community. As a result, the model presented is general, providing maximum flexibility for further community development.

COMMUNITY FACTORS

Following are some of the major factors which were considered by the consultants in their projection of a model for a demonstration library and information center. The Rough Rock community is a small district of approximately 900 square miles located in the Navajo reservation, which includes an area of 25,000 square miles spread over three states· Arizona, New Mexico, and Utah. The Rough Rock Demonstration School is the governmental and educational center for the community. Hard-surfaced, all-weather roads are lacking, and personal transportation is limited, since no public bus system is available. Although there is an air landing strip, it is usable only during dry weather. Minimal communications exist, as there are few telephones throughout the community and postal service directly to the individual is not provided.

Few of the community's population of 1,200 are non-Indians. Almost all of the residents speak Navajo; approximately half can speak English with even a smaller number able to read English. Currently, there is a resurgence of interest in the Navajo language. This factor has particular importance for the development of a model for a demonstration library and information center in the Rough Rock community. The culture of Rough Rock may appropriately be described as essentially oral and, therefore, audio-visual materials are needed, especially audio materials in Navajo. The model proposed stresses increased emphasis on bilingual aspects of the program.

Authority is centered in the Rough Rock Chapter of the Navajo Tribal Council. The Navajo Community College, located on the reservation, is in a developmental stage and may possibly be a future source of manpower for the demonstration library project. The Rough Rock Demonstration School, with an enrollment of approximately 300 students and 104 staff members, is a force in the community and may serve as a nucleus for the development of the library and information center.

DESCRIPTION OF LIBRARY MODEL

The Rough Rock library model is designed to identify and satisfy all information needs of all residents of the community. Materials and information will be supplied in all needed formats and delivered in spite of obstacles of medium, isolation, and language to individuals as their need dictates. It is assumed that every tribal member has a right to obtain all information he needs or desires.

The model is also designed to support every other service agency now operating for the benefit of the Navajos. This is both from the aspect of information services and for a sharing of all other facilities.

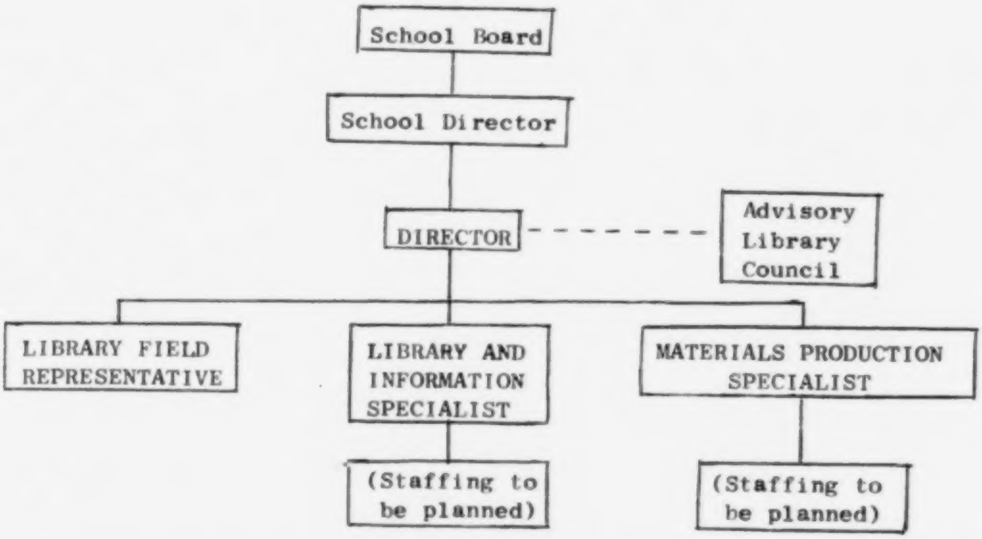
An outstanding feature of this model is that it is designed strictly on the basis of identified individual needs. Such a service operation may develop some very unusual but useful aspects. The position of library field representative, defined later, is the unique factor which will permit the library to develop on the basis of need rather than as a mere copy of traditional library forms.

GOVERNANCE

The school board of the Rough Rock Demonstration School is identified as the ultimate governing body. This board is locally elected and consists of seven members. It is recommended that this board and the school director be responsible for setting policy and governing the demonstration library. A director for the library and information center should be employed and a separate advisory library council be established. This body should include five (5) members of whom two (2) would be from the Rough Rock Chapter of the Navajo Tribal Council.

ADMINISTRATION

The research team and library and media consultants, on the basis of information received, propose the establishment of the following administrative and staffing pattern:


School Board
School Director
DIRECTOR
Advisory Library Council
LIBRARY FIELD REPRESENTATIVE
LIBRARY AND INFORMATION SPECIALIST
MATERIALS PRODUCTION SPECIALIST
(Staffing to be planned)
(Staffing to be planned)

The director can be employed to begin key staffing and planning. As a first step, the materials production specialist and the library and information specialist should be employed to plan their operations. They should be instrumental in planning for space and staff needs for their respective operations. Each person will administer a fairly large segment of the library program. The director should recruit and train the library field representative. This person will live in the district, get to know the people and their needs, and draw upon the library and information center in serving their clients. It is recommended that this person be employed as soon as possible. It is further recommended that he be chosen from the Rough Rock community, since in that way he can make great contributions toward planning an effective, functional library program.

Also needed, but not specified here, are a number of support personnel such as clerical workers and technicians.

JOB DESCRIPTIONS

General job descriptions are provided only for the key personnel to be employed at the beginning of the program. Other descriptions, and refinements of those presented here, are better left to personnel who are on location and in better positions to understand local needs.

Major consideration should be given to prospective personnel who are service-oriented, community-minded, bilingual members of the Navajo tribe.

A. Director

1. Qualifications:

   This person must possess administrative skills, plus knowledge of the Rough Rock community and its needs.

2. Functions:

   To administer and coordinate the entire program. Special stress is placed on program planning and evaluation.

B. Library Field Representative

1. Qualifications:

This person should be Navajo and bilingual. He should be approachable and well regarded in the community.

2. Functions:

To relate and coordinate the services of the library to the local community.

C. Library and Information Specialist

1. Qualifications:

This person should posses at least a Master's Degree in Library Science and special strengths in information location, collection building, and information handling. Administrative skills at a high level are required.

2. Functions:

To build materials collections in all formats which are tailored to the needs of the Rough Rock community, and to administer library programs which maximize the usefulness and use of materials.

D. Materials Production Specialist

1. Qualifications:

This person should have a high level of audio-visual production knowledge as well as administrative skills.

2. Functions:

To produce all materials needed for the library program which are not available through commercial sources. These materials can run the gamut from printed leaflets to television studio production. Since residents of the Rough Rock community depend heavily on oral communication, aural and pictorial media are expected to predominate. Two media which seem to hold great promise are the FM radio and audio-tape cassettes. The operation of an all-Indian radio station is also a possibility.

Since many materials must be in the Navajo language, at least one translator will have to be on this person's staff, and translating will be part of the materials production program.

The unique, noteworthy feature of the model for a demonstration library is the involvement of a staff on the local community level.

MODEL ELEMENTS

It has already been indicated that quarters, staff, and budgeting can best be left to key personnel who have been recommended for immediate employment.

Three major areas in the proposed model for the library and information center program are identified as print and non-print collection building, delivery mechanisms, and library programs.

RESEARCH GUIDELINES

No librarians were involved in either the design or the execution of research on informational needs and communication interests of community members. It was understood that these interest areas came from Indians themselves, both the Indian research team and the local community. As a result, a unique approach has evolved. Findings of the study should serve as useful guides for developing the basic collection of materials during the initial phase of the project, without, however, ignoring other areas in which materials are deemed necessary.

Librarians make use of subject bibliographies as their approach to identify specific titles for purchase. To make the findings of the Rough Rock questionnaire responses useful as guidelines for the librarian and information specialist in selecting materials, the lists have been organized according to the subject with the three high interest areas of each responding group noted. As indicated by the following alphabetical listing, then, priorities suggested for the purchase of materials are listed in the pages which follow:

ACADEMIC DISCIPLINE, GENERAL EDUCATION, SCHOOL AND LEARNING

Elementary Students	a)	Physical education and sports
	b)	Reading betterment
	c)	Social studies
Elementary Teachers	a)	Science
	b)	Mathematics
	c)	Physical education and sports
	d)	Native language - American Indian
Secondary Students	a)	Health and physical education
	b)	Social studies
	c)	Indian studies
Secondary Teachers	a)	Native languages - American Indian
	b)	Science - Natural and physical
	c)	Mathematics
Adults	a)	Business education
	b)	Mathematics
	c)	In-service training

AMERICAN INDIAN CULTURE

Elementary Students	a)	Clans, families and other groups in local tribe
	b)	Foods of American Indian tribes
	c)	Noted American Indian leaders, past and present
Elementary Teachers	a)	History of American Indian tribes
	b)	Legends and stories of American Indian tribes
	c)	Native music of American Indian tribes
	d)	Arts and crafts of American Indian tribes
Secondary Students	a)	Clans, families and other groups of local tribe
	b)	Traditional history of tribe
	c)	Language and dialects of tribe
Secondary Teachers	a)	Noted Indian leaders, past and present
	b)	History of American Indian tribes
	c)	Inter-tribal and intra-tribal relationships, past and present
Adults	a)	Types of medicine used by American Indian tribes
	b)	Descriptions of dances of American Indian tribes
	c)	Your tribe's history under the control of the tribal government

AMERICAN INDIAN IN URBAN SOCIETY

Elementary Students	a) Work that Indian people do in the city b) Schools Indian students attend in the city c) Interesting places to visit in the cities
Elementary Teachers	a) History of Indian urban movements b) Quality of life for urban Indians c) Educational opportunities
Secondary Students	a) Indian centers and agencies which help Indians adjust to urban life b) Education and employment opportunities c) Living conditions of Indians in urban areas
Secondary Teachers	a) Indian centers and interest groups b) History of Indian urban movement c) Quality of life for urban Indians
Adults	a) Urban educational opportunities that can improve quality of living conditions b) How and where medical help can be obtained in urban areas c) Social agencies designed to assist Indian people in urban areas

CONSUMER INFORMATION, USING GOODS AND SERVICES

Elementary Students	a) Saving money b) Why some things cost more than others c) Costs of feeding, clothing, and housing a family
Elementary Teachers	a) Family and personal budget planning b) Banking, savings and checking accounts c) Consumer protection - Better Business Bureau
Secondary Students	a) Insurance b) Banking, savings and checking accounts c) Credit, time payments, interest rates
Secondary Teachers	a) Contracts b) Consumer protection - Better Business Bureau c) Credit, time payments, interest rates
Adults	a) Credit and time payments b) What collateral means and how it can be used c) Co-signing loans and their meaning to consumers

CURRENT OR CONTEMPORARY EVENTS

Elementary Students	a) State events
	b) Reservation or tribal events
	c) School-related events
Elementary Teachers	a) Current sport and recreational activities
	b) Local, personal and social events
	c) New and current governmental Indian policies
Secondary Students	a) New or current governmental Indian policies
	b) State and national news
	c) Current sports or recreational activities
Secondary Teachers	a) New and current governmental Indian policies
	b) Local, personal and social events
	c) National Indian events and issues
Adults	a) Government policies that directly affect you as an individual
	b) New or current governmental Indian policies
	c) Current sports or recreational activities

FAMILY LIFE

Elementary Students	a) How plants, animals and people are reproduced
	b) Getting along with other children
	c) Where to get help when you or your family have a problem.
Elementary Teachers	a) Peer group relations
	b) Child-parent relations
	c) Pre-adolescence and adolescence of boys and girls
Secondary Students	a) Relations with family and friends
	b) Child-parent relations
	c) Problems and concerns of teenagers
Secondary Teachers	a) Pre-adolescence and adolescence of boys and girls
	b) Infancy and early childhood
	c) Peer-group relations
Adults	a) Child-parent relations
	b) Family planning information
	c) Pre-adolescent periods of boys and girls

HEALTH AND SAFETY

Elementary Students	a) First aid b) Good health and appearance c) Safety at home with guns, fire, water, machines
Elementary Teachers	a) Dental health b) Communicable diseases c) Personal health and hygiene
Secondary Students	a) Communicable diseases and health problems b) Safety with fire, with guns, in water, with machines c) Effects of smoking, alcohol, and drugs
Secondary Teachers	a) Eye care b) Effects of alcohol, tobacco, and drugs c) Personal health and hygiene
Adults	a) Effects of alcohol on the human body b) Drugs and narcotics c) Individual grooming and appearance

LEGAL AND CIVIL RIGHTS

Elementary Students	No response requested
Elementary Teachers	a) Access to legal counsel b) Legal rights of American Indians c) Federal, state and local laws affecting the local tribe
Secondary Students	a) State constitution b) Legal rights of Indians c) U.S. Constitution
Secondary Teachers	a) Tribal constitution and by-laws b) Tribal treaties with the U.S. government c) Legal rights of American Indians
Adults	a) Legality of land claims b) Treaties made by your tribe with the U.S. government c) Your tribe's constitution

OCCUPATIONS AND VOCATIONS

Elementary Students	No response requested
Elementary Teachers	a) Descriptions of all existing jobs on this reservation b) Availability of training opportunities to prepare one for employment c) Scholarships and grants available for advanced training
Secondary Students	a) Descriptions of all existing jobs on this reservation and their entry requirements b) Current information about job availability on this reservation and entry requirements c) Availability of training opportunities to prepare one for employment
Secondary Teachers	a) Descriptions of all existing jobs on this reservation and their entry requirements b) Current information about job availability on this reservation and entry requirements c) Availability of training opportunities to prepare one for employment
Adults	a) Current information about job availability on this reservation and entry requirements b) Availability of training opportunities to prepare one for employment c) Descriptions of all existing jobs on this reservation and their entry requirements

RECREATION

Elementary Students	a) All types of sports b) Quiet indoor sports c) Indian cultural events
Elementary Teachers	a) Individual participation-type activities b) Spectator-type activities c) Family participation-type activities
Secondary Students	a) Spectator-type activities b) Individual participation-type activities c) Family participation-type activities
Secondary Teachers	a) Spectator-type activities b) Individual participation-type activities c) Family participation-type activities
Adults	a) Spectator-type activities b) Individual participation-type activities c) Family participation-type activities

SERVICE AGENCIES

Elementary Students	No response requested
Elementary Teachers	a) BIA and its services b) Tribal government and its services c) Other federal agencies and their programs serving the Indian community
Secondary Students	a) Welfare agencies and their services b) Legal agencies and their services c) BIA and its services
Secondary Teachers	a) Tribal government and its services b) Other federal agencies and their programs serving the Indian community c) State and county service agencies
Adults	a) Office of Economic Opportunity b) Public Health Service c) Housing and Urban Development

Reference to complete tables of the research findings reported in Chapter III will clarify the fact that these and other information areas will have to be satisfied in building the initial collection for the Rough Rock community library project.

MATERIALS SELECTION

For purposes of orientation, imagine being asked to locate 40,000 speakers who would focus not only on certain subject areas but specifically on particular aspects of that subject. Imagine as well that some of these speakers would be expected to communicate effectively to youngsters, to adults who did not understand the English language well, to people who spoke another language, and to people who had not become accustomed to listening to lectures. In addition, consider the difficulty of working with people who had no experience as speakers and attempting to prepare them to give effective speeches which others might enjoy listening to. By analogy, this is the task of the librarian and the production specialist in developing a collection of materials for the demonstration library and information center.

The librarian on the project, for example, will have to build a book collection of approximately 24,000 volumes, or twenty volumes for each person in the Rough Rock community.[1] As of 1971, there were approximately 330,000 books in print and available for purchase. Many of these books are not suitable for purchase. As a result lists of books, bibliographies, have been developed. However, the more specific the topics one would like to find covered in a book, the more one must search to find a bibliography on which the appropriate book containing the desired information might be listed. The research study on which the entire library demonstration project is based has identified not only areas of interest but specific topics within those areas.

The librarian employed for the demonstration library will be charged with the stupendous task of identifying hundreds of appropriate bibliographies which he will have to study in order to select books covering specified topics within areas of interest. In brief, identification of an area of interest does not identify a specific book to satisfy or provide information needed in that area. Identification of the titles within informational or interest areas is the professional responsibility of a librarian. The advisory council will be instrumental in final approval of the identified titles. The better the selection of the material, the more time required.

How large a collection is to be made available at the beginning of the project and how soon these materials are to be available for users will determine the number of librarians required for the selection process.[2]

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1. American Library Association and National Education Association. Standards for School Media Programs, Chicago, Illinois: American Library Association, 1969, p. 30.

2. Note: No quantitative recommendations for size of public library book collections have been made by the American Library Association.

The typical recommendation in the library field is that a full-time librarian be employed for at least a year in advance of the opening of a library. This is the accepted practice in the profession, and its necessity should be obvious from the foregoing discussion.

Purchasing and making books ready for users is included under the library term, "acquisitions procedures". For this work, a staff of typists and clerical workers must be supervised by the librarian and/or media production specialists.

A comparable pattern exists for building a collection of audio-visual materials. To choose appropriate films, filmstrips, kinescopes, phonodiscs, program instruction materials, slides, transparencies, and videotapes, the librarian will be required to read, review, and select from those listed in over 150 available catalogs and lists and then make recommendations for final adoption by the advisory board.[3] It should be stressed once again that the interest areas identified by the research will be productive only if material is located on the specific topic in each interest area. Acquiring and organizing these materials for library users will require an advance provision of time, staff, quarters, and equipment. There is no question but that an experienced, exceptional librarian will be required to assure that the research done in this realm will be fruitful.

The production specialist will be faced with extraordinary demands on his time, ingenuity, ability to relate to other community members, and his production skill in recording, photography and other aspects of audio-visual technology. He is the one charged with the responsibility for creating original material which will have to be developed on the

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3. Rufsvold, Margaret I. and Carolyn Guss. Guides to Educational Media, 3rd Edition, Chicago, Illinois: American Library Association, 1971.

Navajo rsearvation. By way of illustration, he will have to be able to identify story tellers, compensate them for their efforts, and record on tape their contributions. In this sense, he will stand in an editorial relationship to individuals who are producing oral materials for the library collection. Since these materials can come only from those people on the Navajo reservation itself, his contribution to the success of the library demonstration project will be of major significance. Responsibility for storage, organization, duplication, and making these materials available for patron use will require, similarly, an adequate provision of time, staff, quarters, and equipment.

In summary, the precisely specified interest areas within subjects, the problems of locating commercially available materials to satisfy those patron interests, the necessity for extensive locally-produced materials, and the supervisory responsibility required to make these materials available, all seem clearly to indicate a need for library and media consultants to serve as resource persons who may assist the librarian and production specialist employed for the demonstration project.

DELIVERY MECHANISMS

A variety of delivery mechanisms for the demonstration project of the library and information center were developed by the team of library and media consultants. As shown by the suggestions which follow, innovative rather than traditional approaches to library service are offered in the hope that they will meet the particular needs and conditions of Indians on the Navajo reservation.

MAIL ORDER LIBRARY

A free materials-by-mail service might be considered as a delivery mechanism. Published in newspaper format, in 11½" x 15" size, and with similar paper quality, a publication by the library and information center would be distributed free to all Indians in the Rough Rock area. This publication would be divided into the interest areas identified by the research which has been completed. Under each area the title of the material -- whether filmstrip, recording, or translated book -- would be briefly described. Each item listed would be assigned an identification number; more than one thousand items could be listed in each issue of the publication. Anyone wishing one or more of the items from the list would write down the identification numbers and send his order in. The material would be sent to him free of charge, and return postage would also be paid by the library and information center. Items such as recordings in the Navajo language could be described in the language itself as well as in English, in this way serving bilingual library users. The state of Vermont has experimented with this method of service, although it is thus far limited to books. If this method of delivery is considered, further information might be obtained from the Vermont Department of Libraries.

"PUT AND TAKE" PAPERBACK BOOK EXCHANGE

Almost everyone has paperback books which he no longer wishes to retain but would be willing to exchange for others. By providing a service in which an individual puts in one copy of a paperback and takes a book left by another person, the library could focus attention on its willingness to be helpful to Rough Rock students and residents. Many individuals unaccustomed to using library materials might well be drawn to the library out of curiosity or interest and become active patrons.

It is assumed that any library collection today will include a large proportion of paperback books as a part of its holdings. This approach would make it possible, after paperback materials purchased by the library no longer are considered usable, to withdraw them from circulation and place them in the paperback "Put and Take" shelving.

It should be clearly understood when the program is initiated that the copies exchanged have not been selected by the library staff and as a result no responsibility is assumed by the library and information center for the quality of the materials. Nevertheless, this service may be particularly valuable for the library staff, in that the materials which appear on these shelves can provide insight into the actual reading preferences of the patrons. In this way, the library staff may become far more knowledgeable in the selection of materials for the library collection itself. Great success has been reported by former students of one consultant who, as librarians, have instituted this approach in libraries in Minnesota. This method may very well serve as an innovation instrumental in bringing people to sub-station trailer centers as well as to the main library itself at the opening. A logical extension would be a service for the exchange of phonograph records and ultimately tapes.

BOX SHELF LIBRARY

Bringing people to the library may require that the library first be brought to the people. This is the basis for this next delivery mechanism suggested. Throughout the Rough Rock community there are stores, health centers, meeting rooms, gas stations, and other places where people come together. Small portable libraries could be brought to these congregating places in the form of a box constructed with one or two shelves inside, a lid on one side which can be raised to serve as a display board for various library activities or programs, and a handle at one end to facilitate transport. Filmstrip viewers, continuous tape players, pamphlets, copies of magazine articles, books, and translations into the Navajo language could be included in the shelf libraries.

Library field representatives might identify, assist, and produce tapes by members of the community discussing, in Navajo, the particular topic which was the focus for the materials in a given shelf library. Procedures could be worked out for local handling of those materials which might be circulated from the box library. The costs of any materials lost are, in the long run, far less than the cost of library materials which go unused. In brief, the gain may outweigh the loss if the library demonstration project is successful in satisfying the interest needs identified for the Rough Rock Indian population. Needless to say, these box shelf libraries would be rotated throughout the community in order to achieve the purpose of attracting attention and stimulating use of materials.

LEARNING PACKETS

The library field representative should be able to assist in the identification of particular types of learning desired for independent or small-group study of a particular topic. An obvious area, for example, might be the learning of English for use on and off the reservation. The production specialist might then develop a series of tapes for study and drill on pronunciation. An accompanying handbook might be developed as well as other learning materials, or these may be available commercially. The learning packet might include a mirror-o-phone or similar device which provides a continuous tape of approximately ten minutes in length. After the person hears the word pronounced, he then has an opportunity to try pronouncing the word himself using the mirror-o-phone. He thus may make a comparison and improve his pronunciation. The variety of learning packets developed is limited only by the ingenuity of the demonstration library project staff members. Through promotion, these packets could be made available to any individual desiring to use them.

EXHIBIT-DEMONSTRATION DISPLAYS

Small, sealed, glass-sided display cases containing an exhibit might show the progressive steps in silver jewelry work, for example. Other cases might contain Indian artifacts or pictures of such artifacts or dioramas. Housing for these small displays might be found in stores, schools, churches or wherever people come together. To maintain their value as informal education or information devices, a strict schedule permitting only brief use of a display in any one location should be provided.

SEEK AND FIND

Fundamental to all of the delivery mechanisms provided is the idea embodied in this caption, "seek and find". Browsing is the major technique used by people to locate material and information which they desire. Search theory may be applied to books as well as to other objects.

The essential idea is that an individual should be successful in locating material which he desires. To do this necessitates that a book collection, irrespective of size, be divided into three categories:

most desired, less desired, and least desired. Books which have been successful in satisfying readers are placed in the first category. Those books which do not readily attract are placed in the second, and those which may be useful but are little used are placed in the third. Organizing a collection on the basis of utility to users increases an individual's potential for success in finding desired material through browsing.

The organization of books in traditional libraries is based on the totally false notion that every title is equally desirable to readers. As a result, failure rather than success, is promoted in the search for materials of interest. It is urged that any materials collection in this demonstration project maximize the possibility of a person seeking information, no matter in what form, having an optimum chance of finding it. If a book does not attract some readers, then that title should be retired to a section of the main library center and be placed with other books or translations similarly identified in the view of users. Only in this way can the project be successful in satisfying the interest needs of Indians on the Navajo reservation.

"INDIAN AMERICA" ROOM

A further delivery mechanism is suggested. The most inviting, attractive, and comfortable room in the library and information center should be the room devoted to the Indian materials collection. Media in all formats should be available, and a bilingual Navajo who is decidedly service-oriented should be placed in charge. Pride in this room and the collection of materials contained in it should receive maximum attention from the library administration. Hopefully, Indians should see that what this room contains, either through purchase or what they have provided by their own efforts by means of tape recordings, video-tapes or any other format, represents a very real contribution on their part to American culture. Ultimately as well as ideally, this room should be a showplace and in time it should gain a national reputation.

RADIO STUDIO PRODUCTION

Radio is potentially perhaps the most useful communication medium for the area. Transistorized receivers are inexpensive and do not require electrical connections. It would not be financially prohibitive to furnish radios without cost to every household in the community, with batteries to be replaced at cost.

A transmitter could be located in the center of the community with sufficient signal strength to reach every household. Programs should be planned by Indians and transmitted in the Navajo language when appropriate. Programming should be based on surveys of community needs and interests. Good radio service could provide the much needed element for developing a unified community spirit.

Frequency modulation (FM) broadcasting holds special promise in that:

1. Small stations are licensed for daytime and nighttime listening.
2. Bad weather will not interfere and reception is consistently reliable.
3. FM bands are sufficiently wide that one or two sub-channels can be used for special transmission and reception. Therefore as many as three programs can be sent on a single channel. Two of them, however, require the use of specially-tuned receivers.

The major drawback to using the FM band width is the fact that, for the present at least, FM receivers are more expensive than AM receivers.

Radio studio production is quite appropriate for a library; for decades the public library in Louisville, Kentucky, has had a radio station as part of its operation. In anticipation of an all-Navajo radio studio production, the production specialist would need to begin building a collection of programs in Navajo, useful ultimately in FM broadcasting.

TRANSPORT SYSTEM

The necessity of a reliable transportation system to serve the library and information center is obvious. The lack of all-weather roads emphasizes the need for paved access directly to the center from the main transportation routes or four-wheel drive Jeeps or similar vehicles to overcome some of the regional transportation difficulties. Overcoming physical barriers of weather and road conditions is essential if the goal of service to Indians throughout the year is to be achieved.

The lack of public and personal transportation common to the reservation fosters the notion of providing free bus service for Rough Rock library patrons. To institute a much needed public transportation system under the guise of promoting library development, however, is questionable. If this occurs, financial support for the library demonstration project may be jeopardized.

An experimental project with specified time limitations, using rented equipment, and providing free evening bus transportation to the library center might be attempted. Careful records and study would have to be made to determine whether bringing patrons to the center achieved the goal of increased use of materials, or whether it simply served to document the fact that a system of public transportation was crucial on the reservation for a number of highly personal and individual reasons. Succinctly stated, one must deal with transportation in the district as a problem in its own right rather than as a problem only for the library project.

CONCLUSION

It should be evident from the delivery mechanisms presented that the consultants in library and media expect traditional library approaches to be utilized. Such activities as story telling; film forums; book talks; discussion clubs; spot radio, television, and newspaper announcements; bibliographies; friends of the library groups; Book Week and National Library Week; and the usual displays would be employed. Analysis of these commonly accepted activities should suggest that they are principally publicity and public relations programs and that they are not, generally speaking, delivery mechanisms. Although desirable, these activities do not in and of themselves get materials into the hands of individual users in any great numbers.

LIBRARY PROGRAMS

A number of potential library programs were identified by the library and media consultants. As in the case of delivery mechanisms, no priorities or judgments of value are implied by the order in which the programs are presented. Rather, it is the duty and responsibility of key personnel employed in the demonstration library project itself to make such a determination. Emphasis is required on the bilingual aspects of all library programs since almost all residents of the Rough Rock community speak Navajo and only half speak English.

NAVAJO CRAFTS LIBRARY RECORD

Many of the Navajo traditional arts and crafts are disappearing because of economic conditions. A program for the preservation of outstanding examples of these crafts is suggested for the demonstration library project. In this program a staff member, working under the production specialist, would photograph the object in color, give a copy of the photograph to the craftsman, and retain a copy for the library files. In this way, over a period of time the library and information center could develop an extensive reference collection which might be used by Navajo Indians wishing to develop skill in weaving, basketry, pottery making, and particularly in working with silver in jewelry design and execution. Such a photography collection could be used in education and might contribute to illustrated publications on the ancient crafts of the Navajo tribe.

ART OF THE INDIAN STORY TELLER

Not only is there a well-documented need for preserving through recordings the oral history of a community, but this material could also be used in a program devoted to the rejuvenation of story telling as an art form. Gathering a collection of recordings of Indian folk stories might well lead to the development of a program employing this material as a stimulus to continue a rich Indian tradition. Time is of the essence here, in that each year more and more stories are lost forever with the passing of story tellers in the older age group.

LOCAL AREA LOGS

Although the Rough Rock community covers a small area, it is nevertheless located in a large geographical area, the reservation. Logs or journals, including pictures, may be developed for each town or township or district throughout the Navajo reservation. These highly local historical studies could trace each parcel of land or particularly notable plots of land, providing such information as the changes in ownership, construction of buildings with pictures included, and other relevant information. The history of a piece of land can provide a basic viewpoint for the history of a people. This type of program could offer not only a service but also evidence of the fact that the library belongs to the people in order to serve the people. This program, in addition, might foster and contribute to a developing sense of unity in the area and therefore is worthy of consideration.

SEE IT NOW

The self-respect and identity concept among Indians fosters the idea for a one-day family heirloom show sponsored by the library. With strict protection to avoid any possibility of loss, Indians could be brought together to see and share with one another and perhaps with people beyond the reservation those items which have passed through the family from generation to generation and about which interesting details might be gleaned. The production specialist and his staff should be actively involved in such a program to document through photography and oral recording the person, the possession, and the story associated with it. People who might not otherwise see the library as part of their life style might well be encouraged to alter this view if the library, through this program, demonstrated a sincere respect for the individual and the information which he alone can provide.

SENIOR CITIZENS GROUP

The senior citizens age-group affords the library a rare opportunity to provide a distinctly unified program of activities and services. Not only are the interests and needs of this group distinctive, but language problems may be of paramount consideration. The senior citizens group emphasizes the need for production and transformation activities. Whether prepared locally or on a contractual basis with a Navajo language specialist serving in a college or university, materials of interest must necessarily be translated into the native language. Frequently oral presentations in the Navajo language will have to be provided. Materials undergoing this transformation, accumulated over a period of time, should permit the development of a unique collection - useful at a later date also for instructing those who wish to learn the native language. Oversize type should be used on all material for the older age-group. In fact, many valuable approaches may be adapted from the methods used by libraries in providing service to the blind and the partially sighted. Library materials should be immediately accessible to the elderly;

materials should be brought to them, and young people should be encouraged to work with them in various ways.

GENEALOGICAL LIBRARY

Growing numbers of people are becoming interested in the history of their own family. Library collections exist which aid in tracing branches of a family and relationships. Likewise, Indians should be given an opportunity to pursue an interest of this type. Archival material could be developed with groups of individuals brought together. Persons with experience in this area might be sought to work with interested groups. Once a genealogical record has been completed, if possible a copy of the document should go into the holdings of the library for historical and reference purposes. Genealogical study has the particular advantage of bridging the generation gap and could rightly promote pride among Indians in their heritage.

OUTDOOR DRAMA

The library might sponsor and, with materials from its collection, support a summer outdoor drama. One possibility readily suggests itself: namely the historical development of the Rough Rock community or of the Navajo Reservation. Extensive demands would be made on the library collections for historical and factual information, costumes, customs and practices, pertinent government documents, recorded tribal music, and many other areas of study necessitated by a dramatization of an historical period. Examples of outdoor dramas are available for study; both Mandan and Medora, North Dakota, and the Cherokees of North Carolina have held programs of this type. If the demonstration itself proves financially successful, particularly if some of the expenses are borne by outside funding agencies, acceptance of the contribution of the library to the community will be enhanced.

THE MONTH AHEAD: CALENDAR OF EVENTS

To keep people informed of coming activities, programs, and events, the demonstration library project might experiment with a monthly calendar. Distributed free to all Indians and if possible in the Navajo language, the calendar would not be set up as a mere listing but rather on a large sheet of paper with squares for each day of the month. In the square for each of the days, radio programs of relevance on AM and ultimately FM, activities sponsored by the library and information center, television programs of educational value, programs using slides, tapes, filmstrips or films, and perhaps even short descriptions of noteworthy books would be printed. This type of service would make community residents aware of the wide range of materials available to them in a variety of formats. Many events are unsuccessful, not because of what was planned, but rather because people are not informed of these events.

Although the ultimate goal is to develop discriminating listeners, viewers, and readers, the availability of the monthly calendar - with provision of sufficient blank space and paper of a quality which would permit individuals to make notations for purely personal reasons - could make this library reminder a standard household item. Thus, the calendar could become the focal point to coordinate the many things going on both for the individual himself and for the community as a whole. If successful, demand for the continuation of the calendar of monthly events would remain high and the calendar would be in evidence in homes throughout the community. In addition, it might serve to document the impact of the demonstration library project on the community and thereby attest to the results of the program.

SPECIAL PROGRAMS

Additional program possibilities are listed and briefly described.

Look, Listen, Learn

A roster of community members could be developed. These people could be paid to give demonstrations on Indian blanket-making, Indian art motifs, wool carding and yarn spinning, and a variety of additional skills and activities which lend themselves to a demonstration approach.

Indian Author Speaker Series

Authors of books on any subjects, who are Indians, might be brought to the reservation to share their experiences and promote their books as well as the library.

Local History Guide Service

Visitors to the community would welcome an opportunity to meet Indians personally. The library could publicize a program popularly titled "Get the Indian View", with the library serving as a clearing house by maintaining a list of Indians who are willing to be called upon. If convenient, and for a set fee, the Indian would meet with the visitors and under his direction the group could tour some of the accessible points of interest. These informal person-to-person contacts could foster development of communication skills by Indians and should stimulate interest in materials available from the library.

Speak the Language

A small book introducing the Navajo language, well illustrated and including a phonograph record, might be published. This book and accompanying record could be sold at a profit both on and off the reservation and capitalize on the growing interest in American Indian culture. Such a native language handbook might well serve as a fund-raising project for the library.

Pictorial History of the Reservation

Photographic reproduction for the library of a collection of family pictures with special historical significance might be initiated. Frequently, many pictures retained by families lose their meaning as they pass from one generation to another, and whole scrapbook collections are discarded. The library archives could be enhanced by a program collecting copies of historically valuable pictures.

Indian Boarding School Days

Announcement of particular topics could be made to bring together Indians who otherwise might not see that they had a contribution to make to the oral history program of the library. Focus on a single topic could encourage Indians to record their memories of particular periods in their lives. Selection and editing of materials of this type might well find a larger audience beyond the reservation as well.

Materials Round-Up

It is expected that no fines will be charged for overdue materials in the demonstration library project. Experiments and research in a number of libraries across the country seem to indicate that charging fines is not effective in getting materials returned. Metal postal-type deposit boxes might be placed in gathering places throughout the community during selected weeks of the year. A no-questions-asked, no-penalty-imposed approach could be just as successful in Rough Rock as it has been in other towns and cities around the country.

What Do YOU Say?

This program would be an evaluation of materials about Indians by Indians. Done either through group sessions or individual recorded interviews, people who had read a book or had access to a translation of it would be asked to share their judgment of the book from an Indian viewpoint.

Listen Awhile

A continuous tape recording on a topic of interest such as money management, venereal disease, drug problems, and city versus reservation life could be made. A group of individual headsets for listening privately could be attached to the player. Placed in the trading post, meeting rooms and other centers, oral information on these topics could be readily accessible.

Summary

A variety of programs has been offered for consideration and possible use in the demonstration library project for the Rough Rock community. A review of these suggestions should reinforce the recommendation that the selection of key personnel - field representative, library and information specialist, and production specialist - must be done with the greatest care. It would be highly desirable, perhaps even essential, that in addition an experienced library and media person be employed as an advisor on the project. The services of such a person could contribute significantly to the success of the entire program.

SELF-CONCEPT

Each individual through experience formulates a concept of himself as a person. Considering just the area of communications, the vast majority of people do not conceive or think of themselves as library users. Although they recognize that other people make use of libraries, they do not believe that libraries are for them.

The library demonstration project has one clearly-defined task: to alter the self-concept of the Indians in the Rough Rock community from non-users of libraries to an acceptance of themselves as users of, and contributors to, a library which is designed specifically for them. The guidelines for administration, collection development, delivery mechanisms, and programs are projected with this idea in mind. If the idea of affecting the Indians' self-concept is accepted as a guiding principle, it should serve to unify, give direction to, and lead to success for the Rough Rock community demonstration library and information center.

COMMUNITY RELATIONS

Planned and sustained community relations activity in a cultural institution is the day-to-day application of what in the world of business is called "public relations". Like public relations in the economic sector of society, community relations draws its content from applied social and behavioral sciences. Both are used in modern society to bring into harmonious adjustment shifting social needs and the interests of people with the institutions which serve them.

Community relations is not publicity, although "publicity", insofar as it attains high visibility for an institution and its goals, should be an objective of a community relations program. Publicity is a one-way street of communication, whereas community relations is an engineered social process which provides valuable feedback mechanisms to the interaction between an institution and the people it is mandated to serve.

It can be said, therefore, that community relations, as a social process, is a coherent aggregate of communication skills, which, when applied with understanding, advances the integration of a people with its cultural institutions. As a general rule of social development, the more structurally differentiated a community turns because of evolving specializations within the formal organization of its social system, the greater is its need of the community relations process.

Overall, a well-planned community relations program should be oriented toward three coordinated objectives which, in conjunction, contribute to the optimum functioning of complex formal organizations. A library is one such organization. Then, with a Tribal library specifically in mind, the following three coordinated objectives are here proposed as touchstones in the planning of a community relations program.

1. Publicity

> Publicity is an objective which is attained by means of a category of community relations activity geared to information giving. A Tribal library, no matter how great the cultural enrichment potential of its programs, will languish largely unfulfilled of potential for the lack of high visibility within the reservation community. It is not enough to open library doors and make services available. People at the farthest reaches of the library's service area have to be informed constantly how each, in accordance with particular needs and interests, can best use the library and at which times. All of this necessitates a library information system which is plugged into all media of communication on the reservation and which is supplemented by newsletters, brochures, bookmarkers, posters, and the like. However, as a means of obtaining a sustained high visibility as a cultural institution, the Tribal library will need a symbol whose meaning is embedded in the Reservation culture and, therefore, is known to all.

Symbols are the shorthand of communication. "By symbols," wrote Thomas Carlyle, "is man guided and commanded, made happy, made wretched." Some symbols, as Carlyle's statement hints, are more significant than others. Therefore, it is altogether imperative that the Tribal library select a symbol which communicates to all, not alone a permanent presence in the community, but also the bond between its institutional mission and cultural roots of the reservation.

2. Persuasion

Persuasion is an objective which is attained by means of a category of community relations activity geared to "selling" the worthwhileness of an institution and its programs. "Persuasion" in this context stands for the active cultivation of esteem within the community. No community-supported organization, even one with an excellent goal-attainment record, can afford to take for granted its sources of support. Legitimation - by which is meant the sanction of support - will have to be reaffirmed for the Tribal library at those perennial decision-making occasions when reservation resources are allocated. In anticipation of these occasions, community leadership should have in hand a full accounting of stewardship from the library administration. A regularly scheduled "Annual Report", preferably published and widely disseminated on the reservation, suggests itself as one communication channel for this purpose.

The Annual Report, however, is a silent advocate. Its effectiveness could be greatly enhanced by an officially constituted library board and the availability of an organized "friends of the library". An association of "friends of the library", comparable in function to that of a "hospital auxilliary" or a "parent-teacher association", can in time become an infra-structure of the Tribal library with a large capacity to generate support at the mass base of reservation life.

3. Integration

Integration is an objective which is attained by means of a category of community relations activity that builds upon the social impact of publicity and persuasion and is aimed at the strengthening of institutional posture. Feasible conjunctions of institutional goals and emerging community aspirations are probed, identified, and brought to the attention of policy-makers. Institutional goal enlargement, it should be noted, is the statesmanship dimension of administrative leadership. It is to this end that the integration objective of a community relations program is oriented.

The National Indian Education Association, through its contract with the Bureau of Field Studies and Surveys, already has conducted a comprehensive survey as a prerequisite to the formulation of Tribal library goals. Moreover, data from this survey have pinpointed clusters of a potential library clientele. Now that these clusters have been identified, and as their cultural needs are programmed into library services, it will be the task of a community relations program to cultivate sustained positive attitudes in the interaction between the library and its diversified client system. This means essentially that library goals will have to be modified over the years, as life on the Reservation changes. Therefore, it is altogether necessary to build into the library community relations program a schedule of periodic surveys in order to ascertain to what extent new cultural needs have surfaced in the community and attitudes toward the library have changed.

These, then, are coordinated objectives in the planning of a community relations program: publicity, persuasion, and integration. However, the order of priority these objectives assumes in the Tribal library's community relations program during a given time frame has to take into account salient conditions in the social environment which are likely to inhibit or advance its cultural usefulness to the Reservation.

THE LIBRARY AT ROUGH ROCK

Planning a community relations program for a Tribal library is an administrative task for which ultimate accountability has to be assumed by the head librarian. Such planning at Rough Rock should take into reflective account two salient conditions in the social environment. First, is the dynamic and pervasive self-revitalization movement which is sweeping the Navajo nation. Second, is the historical lack of a "book" tradition in the transmission of Navajo culture.

Insofar as one aspect of this self-revitalization movement is aimed at developing pride in the Navajo cultural heritage and, as stated by John Dick, to prepare reservation youth "for life in the modern world while, at the same time, keeping the best of Navajo tradition and culture," there is a social readiness at Rough Rock for an Indian community library. The Demonstration School, Adult Learning Center, and Navajo Community College further attest to this readiness there. However, written language is a relatively recent Navajo cultural increment, story telling during the winter months having been the mode until the 1920's of passing on folklore and history from generation to generation. Therefore, not only library programs and services but also the institutional concept of a library will have to be channeled into the mainstream of cultural life at Rough Rock.

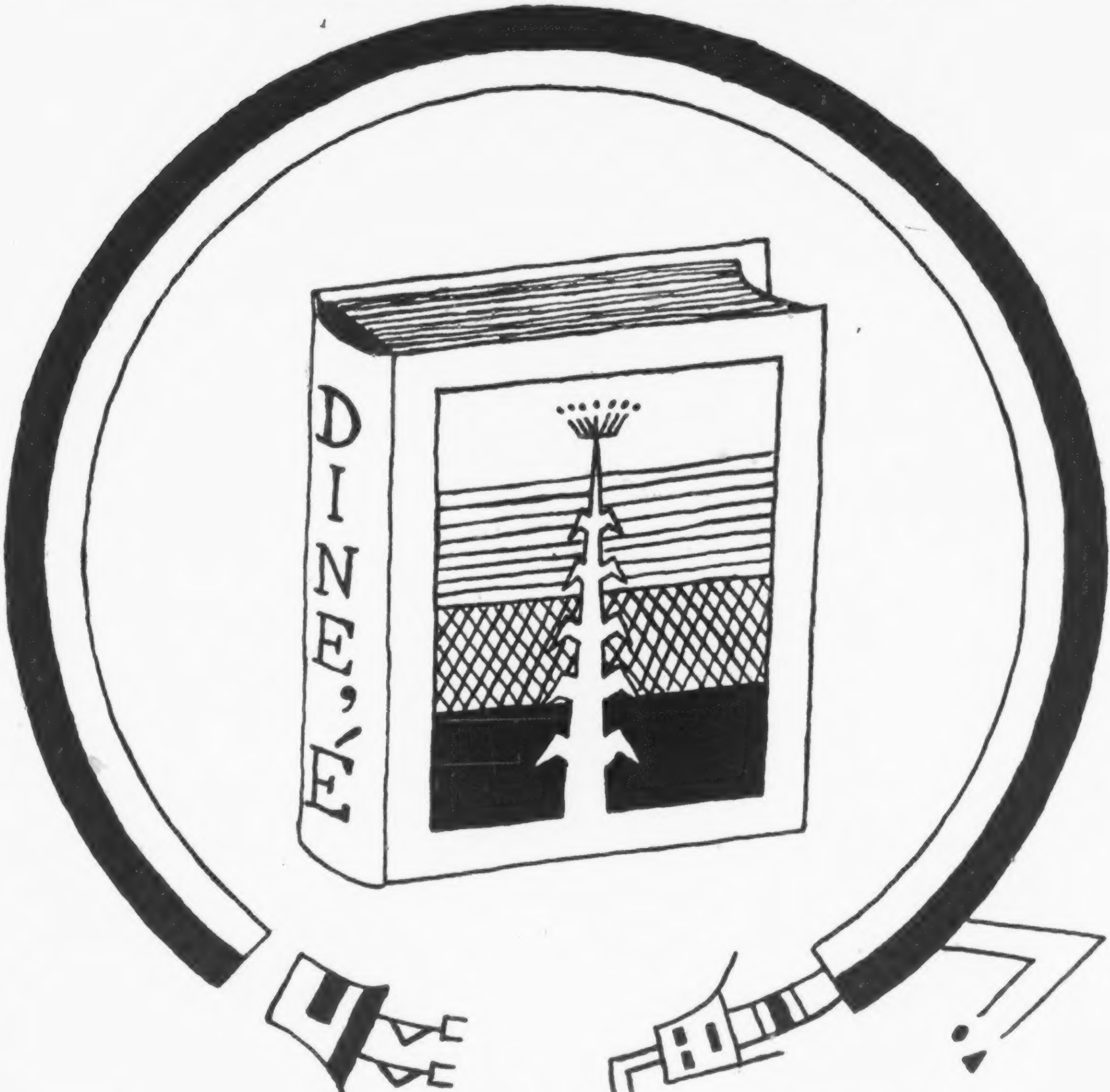
Two strategies suggest themselves for the development of substantive linkages between the institutional concept of a library and strands of Navajo culture. The first of these builds on the work of Professor Oswald Werner, while the second looks to Navajo prehistory.

Following Werner's anthropological work, the Navajo universe has been imaged since "The First World" by classifying "things that were put there (created) for the benefit of the Navajos." A modern-day library also classifies its "universe" - the Dewey decimal system - into ten main classes of knowledge, with subdivisions, which, to borrow freely from Werner, consist of books that were put there for the benefit of people. The community relations strategy is almost self-evident: develop a usable classification system for the library which combines both orientations to arrangement. Such a classification system would communicate in muted language the library's commitment to cultural goals of the Navajo self-revitalization movement.

The second of these strategies turns to Navajo prehistory for a tradition-related library symbol. According to Navajo History, edited by Ethelou Yazzie, the Tribe emerged from the underworld into "The Fourth World" - the historical era - by means of a hollow giant reed. A "ye i i" encircling a reed, perhaps a cornstalk, with a partially open book, "Dine" on its rib, would project library linkages with the Navajo cultural heritage. A sketch of the symbol is provided on Figure II.

FIGURE II

PROPOSED SYMBOL FOR THE ROUGH ROCK COMMUNITY SCHOOL LIBRARY


DINE,É
HRoss

Once the library symbol has been selected, its use should be widespread. Bookmobiles, brochures, bookmarks, stationery, posters, and the like can display it and thereby give continuing visibility to an Indian community library presence. A symbol can do no more. Visibility to library programs and services will have to depend on publicity appropriate to a cultural institution.

Rough Rock does not have a developed system of mass communication. There is the Navajo Times, but the principal mode of communication still is verbal - word-of-mouth - and this indicates that "publicity" would have to be given a high priority in the community relations program. Rough Rock is a widely dispersed community. Nevertheless, four assembly centers offer attractive targets for library publicity: the Chapter house, trading post, schools, and Quaker mission. Articulate library staff, especially, could do much with opportunities for publicity at these centers.

But the greatest library community relations opportunities at Rough Rock lie latent within the Navajo self-revitalization movement itself. "Dine" communicates the concept of Navajo peoplehood and to the extent that Tribal library goals attain a conjunction with this ideology, its institutional posture will be strengthened. Audio-visual materials, with Navajo language tapes to accompany filmstrips, and Navajo sound tracks on movie film would facilitate this goal, as would library programs and services which dovetail with program needs of the adult learning center, demonstration school, and Navajo Community College. Beyond this range of library programming lurks the opportunity for developing a comprehensive cultural center: films, theater, dance, arts and crafts exhibitions, lectures, "great books" clubs, and other aesthetic-intellectual programs.

An immediate start can be made in this direction by building on to community aspirations - as expressed by Clifford Beck of the Navajo Community College faculty, for an art gallery to exhibit the work of contemporary Navajo artists and craftsmen. Such an extension is altogether compatible with a library's cultural mission; witness, for example, the extensive art collection and exhibition spaces of New York City's Fifth Avenue Library. But, whereas this trend is a relatively recent development in established urban libraries, a library at Rough Rock could institute it from the start and thereby facilitate its eventual total integration with cultural aspirations of the community.

What has been sketched here are but the larger configurations of a planned community relations program for a Tribal library at Rough Rock. A professional library staff will be required to complete procedural details and to implement it effectively in operational contexts.

IMPLEMENTATION

The model presented in this study has many varied components and suggestions for the improvement of media services to the Rough Rock community. Obviously, they would not all be implemented at once, even if resources were available. The development of media services such as proposed in this model requires time. Fortunately, time is available. The NIEA project is phased over a three-year period which will provide the time necessary to meet the goals and objectives of media services to the

Rough Rock community. The next phase calls for the involvement of the local school board, citizens, and NIEA project staff to prepare an initial operational plan. The plan must set forth where the implementation phase will start and what the goals and objectives will be. The components of this plan must have the approval of both the school board and the NIEA project staff. This joint planning phase for implementation of the operational plan of the project is essential if an adequate media service system is to be provided to the people of the Rough Rock community.